

M.Ed Semester- IV
LIFE LONG LEARNING
UNIT-I

Objectives

- ☐ To study need and importance of lifelong learning.
- ☐ To study the concept and scope of lifelong learning
- ☐ Adult and Continuing Education, Evolution of the concept, aims , need and importance in contemporary world and practice

a) **Philosophical and sociological basis of lifelong education – Need and importance in contemporary world.**

Lifelong Learning refers to the voluntary decision to enroll in educational courses or to study a topic on one's volition. While the term may seem to apply especially to those who have already earned a college degree or entered the workforce, lifelong learning is vital for everybody, no matter the age or level of education.

The courses and activities taken on by the lifelong learner may culminate in some kind of certificate, license or even a degree, but this is not necessarily the ultimate objective. With lifelong learning, the goals may not be so clear-cut. Lifelong learners tend to keep themselves motivated with the desire for more knowledge and self-improvement, or there may be career aspirations in mind.

However, the most important aspect to lifelong learning may be its beneficial effect on general wellness.

Lifelong Learning for Lifelong Benefits

A lifetime of learning can keep both the body and mind in shape. Research has suggested that continued cognitive activity has a positive effect on brain cells and helps promote mental sharpness, especially for senior citizens.

Physically, lifelong learning can entail taking exercise or dance classes, learning how to swim or even picking up a new sport. It includes learning ways to stay active that are enjoyable for you--good news if you can't stand the treadmill!

In any case, taking up a class or hobby can be a social activity as well as an educational one. You can make friends with similar interests and get involved with the communities you care about, curbing loneliness and stress. Your avocation may bring opportunities for travel, giving you a chance to see more of the world, to experience life in another culture and to gain perspective on your own.

Lifelong learning means exploring the things that make you tick, expanding your horizons and becoming an active participant in your personal and professional life.

Personal Learning

Maybe you've taken up an interest in photography, carpentry or archaeology? Was it your childhood dream to learn how to figure skate or fly a plane (or both)? Perhaps you always wanted to learn a different language--or even a computer language--but during college, you just couldn't stomach the idea of 6:00 AM Japanese?

Lifelong learning enriches your life with the things that spark your curiosity, simply because you want to know how, what or why. The subject may be personally significant (e.g., learning about genealogy to trace your family roots),

but you do not need to be enrolled in a formal degree program to develop your own interests.

Professional Learning

Lifelong learning can also fortify and round out the skills you need to excel in the working world. For example, current technical skills, such the ones you can develop with Study.com's complete, self-paced courses in Java Programming, Microsoft Excel or Microsoft PowerPoint, are always in demand.

Depending on the nature of your work, your place of employment may provide(or inform you about) relevant courses, expositions, seminars or even travel opportunities designed to help you perform better, network and advance in your field. Such opportunities are usually strictly optional, but taking advantage of them may give you a professional edge.

If you are unemployed (or underemployed), learning something new can improve your resume, as well as your chances of moving towards a more desired or better paying position. Likewise, if you are having trouble discovering what kind of career you want and you don't know where to begin, why not explore [How to Find a Career Path with Study.com?](#) In five chapters, you'll learn about career paths, how to set goals and how your education or field of interest--traditional or not--can help you find the path that's right for you.

Today's and future generations, except the willingness to invest in knowledge they also should be prepared for significant change in their attitude and relations towards the environment, since knowledge of actual facts need not necessarily affect the shaping of attitudes and system of values that result in appropriate behavior and decision making . The emphasis is placed on the development of individual self-learning and navigation in getting the necessary information of how to use them in their lives. Youth needs relevant knowledge, should develop critical thinking skills and appreciation of information and skills for democratic debate in

solving problems, resolving conflicts peacefully and readiness for responsible decision making. Prior to this respect is the wholeness of human beings and encouraging their development of cognitive, social, emotional and physical area . Education is undoubtedly important for the development of society in all periods of its existence. Changes that occur in society impose the need of changes in educational system. Educational system in order to meet all these requirements, must be constantly changed, because knowledge is permanently updated and innovated. Following the significant changes in the environment that have occurred with the development of science and technology education system become subject of reform. Educational reforms include changes in the structure of education, the functioning and effectiveness of education and the aims and methods of education. Traditional schools and educational systems are quite inefficient and maladjusted, average educational systems educate individuals, so they do not allow to advance in line with their abilities. The educational system must be adapted to social changes and it should enable the individual to meet successfully the needs of modern living. The basic idea is that there should be an educational system that at every moment of every individual, regardless of age and occupational status will allow him/her to keep new, different and useful knowledge, will enable him/her to be practical , all that for new information and self learning. Very huge task is placed before the education and upbringing, and that is training the young for the role of being an active citizen in the society of knowledge, with developing skills that will help them to face with their challenges and incoming problems that 21st Century brings. It should be directed towards the acquisition of knowledge which becomes significant factor for social development and it will have a decisive value for the individual and civilization. Such education will enable the individual to respond successfully to various tasks and will improve the quality of life. Education will be important for comprehension and understanding of global changes in modern society. The basic goals of education in the future will relate to:

- Preparation of young people to gain a realistic picture of themselves in their personal life, and who will realize the personal, social and common opportunities;
- Preparing young people for life in democratic society, which includes knowledge of rights, fundamental freedoms, duties and responsibilities of citizens; • Preparing youth for work which should enable a broad view of work and theoretical insight into the nature and shape of the work;
- Preparing young people for cultural life in order to find sources for the enrichment of personality and to participate in the spiritual, cultural and historical heritage, and so they would be prepared for life in a multicultural world. So, the ultimate goal of modern education should be encouraging and achieving favorable occasions for the development of human beings throughout the life whose meaning is entirely personal participation in the intellectual, emotional, physical, moral and spiritual activity which directs the individual to achieve high quality of life.

Global changes in education includes a new concept such as lifelong learning. Through lifelong education, people develop skills for job creation and thus increases the ability of individuals to understand their own and others' cultures. It will contribute to a better integration of the individual in the social, cultural, spiritual and political life and encourages the use of human potential which depends on the development of society itself.

Defining lifelong education The idea of lifelong education comes from the assumption that man is the greatest wealth of the society and therefore it should be invested in him/her. Lifelong education is not only a kind of education and training, but it must become a guiding principle in the whole concept of learning. It is a vision that must find its application in the following decade . Thus, lifelong education is a key factor for increasing the level of knowledge and competence, but also to improve the quality of life. Quality of life means to satisfy all the universal, not just the existential needs. Besides the existential needs, there are social demands and the need for self actualization that satisfy human motivation

for personal growth and development. Because the purpose of social development is improving the quality of life, the education should contribute to that development; we can conclude that the purpose of education is to improve the quality of life, which can be achieved through a greater number of narrower goals. These goals are related to the acquisition of those skills that enables the person to perform the major life roles (work, family, civil, part of the creative person who spends his free time and the role of a person who teaches permanently). Key skills are acquired through formal compulsory education (starting from pre-school through elementary and until higher education), but also through informal lifelong education.

Lifelong learning is a term which is often used in everyday speech. Often terminology is associated with the teaching of adults, and obtains an opinion that is equivalent but this is wrong one. The term lifelong education or lifelong learning appeared in England in the twenties of the previous century. The concept of lifelong learning is that education is encouraged by the idea of education of adults in developed industrial countries. Real swing in the development was received after World War II. Term lifelong education became internationally accepted in international conferences on adult education held under the organization of UNESCO (1960. and 1965). Some authors define lifelong education as "learning which requires education to be viewed in its totality". It covers the formal, nonformal and informal form of education and tries to integrate all structures and stages of education. It is characterized by flexibility in terms of time, space, content, method of learning. Later in the concept of lifelong learning are included experienced learnings. "Lifelong learning encompasses deliberate and unintentional (accidental), so experiential learning ". The term "lifelong learning" was preceded and still is used simultaneously with other similar but not equally important concepts which are: continuing education, permanent education and recurrent education.

Continuing education usually marks the formal professional education of adults, which follows the completion of primary education. According to some beliefs the education includes unprofessional and permanent education. Some definitions are so wide in giving the difference between continuous and lifelong learning so the difference is lost. Permanent education refers to the permanent improvement or maintenance of empowerment in line with new knowledge in an area. It's important to be close to continuous education. Recurrent education indicates process which relates a change in periods of work and learning throughout life. Recurrent education means a strategy for the realization of lifelong education. In that case recurrent education covers informal education and its meaning is closer to the concept of continuous education and the concept of adult education. The term lifelong learning occurs later and has the same meaning as lifelong education. But the concept of learning is broader than the concept of education, because learning can be intentional or unintentional, while education is a deliberate learning, and does not include unintentional and experienced learning.

Continuing (permanent, continuous) education is often used as a synonym of the term lifelong education. Difference between lifelong education and continuing education is that lifelong education refers to education throughout life (from birth to death), and continuing education refers to education which begins at the end some degree of formal education (usually after compulsory education) until death or until the end of lifetime. Key implications of the concept of lifelong education or learning, is changing the understanding of education as schooling and the abandonment of the traditional belief that education is intended only for children and youth, not adults. Under the traditional understanding of life is divided into two periods: the period of childhood and youth in that study and the period of maturity where is the stage of working. Lifelong learning has expanded the concept of education of education of the youth (and adults) to informal and informal education of adults, including experienced learning of young people and adults.

Development of the concept of lifelong learning, or education, is crucially influenced by global crisis of education. The crisis in education is reflected in the growing discrepancy between the human and material inputs in education and achieved outputs and impact of education on social development.

Coombs crisis explains with the fact that the rigid organization of the school system is costly unfit to satisfy educational needs that arise under the influence of social, political and social and cultural circumstances. The output of the educational crisis he sees in informal education. Then a large theoretical effort follows to define the concept of non formal education. Appear multitude definitions and common to all is that it differs from formal education. Nonformal education is defined as education that takes place outside the regular school system. At the same time and developed the concept of informal education, so it appears the need for differentiating the formal and informal education or experiential learning. Lifelong learning is defined as an activity of learning throughout life to enhance the knowledge, skills and abilities within the personal, civic, social and professional perspectives. Lifelong learning is a continuous process that encourages and motivates individuals to search for new knowledge, skills, ideas that can be applied to new situations and circumstances.

Types of lifelong learning

The types of lifelong learning may differ in the degree of deliberation (organization), structure of conditions in which learning takes place (space, equipment, qualification of teachers, methods of teaching / instruction, functional knowledge, skills). According to these criteria there are the following forms of lifelong learning: **formal education, nonformal education and informal education.** Unintentional learning is experiential learning which is not organized and structured. Formal education is schooling. It is the most organized form of learning. Formal education is officially (regular) structured learning, organized by educational institutions and result in a degree which recognizes a certain degree.

Nonformal education is a system organized activity that can be implemented in schools and no school organizations include people of all ages. Completion of a form of nonformal education may result in confirmation of successfully completed a form of nonformal education, but it does not acquire a degree of professional training. There are different organizational forms of nonformal education as an example: seminars, competitions, counseling, workshops, conferences and more. Informal education is deliberate learning without external support. Another is called self-education. It is a form of intentional learning, which is less organized than formal education. Non-formal education is organized in institutions and individuals for the needs of other people who will help them to learn. Informal no to education encourages and organizes the person who teaches without external help from other people.

Key features of the informal learning are: - It is organized outside

- Has no formal structure –

The decision makes the person who teaches, so it is a pure form of self-determined learning –

Exits from the experience and situation occasions –

Takes place in the course of daily life and work. Self-education can be completely independent (individual self-defines its learning objectives, plan, organize and evaluate the results of their study) or it may require some assistance from other individuals or institutions. But the authors do not define informal learning in that way.

In the publication *Lifelong Learning for Adults* informal education is conceived as an experiential learning and action nonstructural acting on the immediate social environment on attitudes, values, skills and knowledge of the individual. With such

a determination informal education is shown as composition of experiential and nonformal education.

Experiential learning (learning by doing, incidental learning) takes place in various life roles: the role of student, labor, family / parental, political, recreational, and others. Experiential learning is mostly unconscious. Learn through work and through various life situations. Thereby the activities that are acquired through experience are not motivated to learn, but to satisfy the various economic, social and self-actualize motives. Due to known performance experiential learning and his irreplaceable, internship in some countries (medical, law) is established as a mandatory process in the acquisition of professional competencies. In this case experiential learning is organized, and does not satisfy definition of experiential learning. Experiential learning person need not be aware that has learned anything, respectively he/she has changed with unintentional learning.

Unintentional learning is sometimes called natural learning and it can be cited to the wrong conclusion that deliberate learning is unnatural. Therefore, we should avoid the usage of the term natural learning as a synonym with unintentional learning. All types of learning are combined in the implementation of lifelong education or learning. Lifelong education does not replace traditional, as was thought at the beginning, but it is a flexible form of lifelong learning that enables the acquisition and development of the competencies they need people for life. Goals of lifelong education Because the education is not objective by itself, but a means by which we achieve certain goals, it is important to define them precisely because of the "construction" of more efficient system of lifelong learning. In developed countries, these goals are defined as: improvement of the main dimensions of national development, social, political, cultural and environmental development, improvement of the quality of life of all citizens. The main reasons for appearance and application of the lifelong education or learning concept are rapid technological and social changes because of which existing knowledge,

skills, values, attitudes and habits will lapse soon. Therefore it is necessary to learn throughout life, not only in childhood and youth. Because you must learn through life, and life cannot pass in the school, the education and upbringing in the mature period is not going to school, but in no school organizations. The school is no longer the only institution of organized learning, and reforms in education must not be reduced only to changes in the school system, but to include the concept of lifelong learning. The goal of social development in modern society is improving the quality of life. Quality of life is conceptualized as satisfaction of all universal, not just existential needs. Besides existential needs, there are social and self-actualized needs with which a man satisfies the motive for personal growth and development. In developed countries, where the basic needs of citizens are satisfied, the main development objectives are considered as a satisfaction to the so-called high needs, ie the need for quality relationships with other people and satisfying the motive for self realization. There are many reasons why we must adopt lifelong learning as an educational goal. These reasons include:

- the need to meet the expanding educational needs and expectations of larger numbers of students from increasingly diverse backgrounds
- the emergence of new occupations and careers and the rapid transformation of others
- the explosion in knowledge and technology
- the shift to an information society
- economic restructuring, organizational reform, and changes in the workplace and career patterns
- financial stringencies and the need to find more effective ways of learning and teaching within constrained resources.

Check Your Progress:

- Briefly explain the need and importance of lifelong learning.
- Explain the types of Life Long learning.
- Briefly explain how lifelong learning influence quality of life.
- Why there is a need to adopt lifelong learning as an educational goal.

b) Concept and scope of lifelong education

People are generally more aware now of the power and significance of education as a tool for improving life. They also know that education is no longer just something for children. Education is a lifelong and continuing activity. To organize continuing education more relevantly and meaningfully for empowering our people, we should have a vision of what education can achieve. Learning is not just limited to reading, writing and arithmetic. Learning is about improving one's knowledge, skills and attitudes to make life easier, fuller, longer and more enjoyable. Learning then has a practical purpose. It can help us to cope with the changing world socially, economically, culturally, physically and spiritually. Learning provides us with practical tools to improve the quality of life or to change it. Our efforts to educate ourselves should not stop after the completion of primary schooling or a basic literacy programme. We should continue these efforts throughout our lives. Continuing education gives us opportunities to engage in lifelong learning.

Lifelong learning: In our village, we may find neo-literate adults with basic literacy and numeracy skills. These skills can help them in their daily living. However, in order to improve their quality of life and raise their incomes, they need to continue to develop their knowledge and skills through formal, non-formal and informal education. We may also find adolescents and children who have left school, especially after primary education. They also can benefit from continuing

to learn. Learning which continues throughout life is called lifelong learning . Through continuing education, we can organize appropriate learning activities. As we know, schools, colleges and universities can cater for only a handful of children, youth and adults. Many others do not have the opportunity for a full education. Lifelong learning is a way of compensating for a lack of full formal schooling, giving opportunities for those who cannot continue their formal education. Education can occur throughout a person's life through formal, non-formal and informal experiences. Many people consider that learning is just for gaining knowledge. But the scope of learning is much broader than this. When we engage in lifelong learning, we are learning to know, learning to do, learning to be, and learning to live together. What do we mean by these four kinds of learning?

Learning to know

When we read a brochure about growing mushrooms distributed by the agricultural extension section, we know or understand how to grow mushrooms. When we read newspapers, we know what is going on in our country and other places. We learn things to increase our knowledge and understanding. Our efforts in learning are a never-ending process. The world is changing very fast. Consequently, we need to upgrade our knowledge all the time. This type of learning is called learning to know.

Learning to do after knowing how to grow mushrooms, we need to actually try growing them. When we acquire new knowledge, we need to put it into practice. We call this type of learning learning to do. Our efforts should always be to provide continuing education activities based on things that our learners can actually do, that they can put into practice, that are relevant to their lives.

Learning to be everybody has their own vision of their future. For example, a craftsman may want to become a senior craftsman or an expert; a shop worker may want to set up his or her own small business. If we want to have our own shop for selling mushrooms, we need to acquire some entrepreneurial and management

skills. When this happens, we are learning to be an entrepreneur. When we have a vision, we are motivated to increase our knowledge and skills. We appreciate or see the value of lifelong learning. As a continuing education facilitator, one of our roles is to motivate community people, through continuing education programmes, to raise their aspirations so that they can identify some goals for their lives. The learning that we are trying to achieve is learning to be.

Learning to live together

We are members of a community that is also a part of a broader society. Everybody wants to live in peace and harmony, to have security and respect for each other. Thus we need to promote social equity, justice, peace and harmony through continuing education programmes. For example, when we become entrepreneurs of mushroom production, we may help our friends in the community to acquire skills for growing mushrooms. We may set up a community cooperative to sell mushrooms and other products and share the profits among the members. Some profits can be saved for community welfare, for our family and children. This type of community development may help us to live together peacefully. To achieve our goals of community development through continuing education, we need to integrate and apply these four types of learning – learning to know, learning to do, learning to be and learning to live together.

To promote lifelong learning, all agencies in our community should be education providers. When this is the case, our community will become a learning society. Thus the ultimate goal of lifelong learning is to build up a learning society.

A learning society

As a member of our community, we may often dream of a world where everyone lives in peace and harmony, with social equity and justice, where nobody is left in poverty and illiteracy. Everybody would have the opportunity to work as well as engage in learning for personal as well as community prosperity. A society should

be able to respond to the learning needs of each member. In such a society, all agencies should play a role in providing education and training in addition to their own activities. For example, a factory whose primary responsibility is to manufacture goods can also provide training for its employees to upgrade their skills. The factory can have a role in educating the general public about changing technology as well. Similarly, families, local wisdom, religious institutions, cooperatives, community development groups, universities, government agencies, non-government organizations, factories, private companies and others should play a role in providing education and training to the members of society. When a society is built up in this way, we call it a Learning Society, In a genuine learning society, wherever people go, they will learn something. Learning places can be any place: a corner of a temple, a bus station, under a tree, in the workshop. In a genuine learning society, all citizens engage in education from birth to death. People themselves initiate their learning for a purpose and then pursue it through any means available in the society.

Flexibility in providing continuing education

Continuing education provides the opportunity to engage in lifelong learning that can be organized through different channels: formal, non-formal and informal. Formal education Formal education normally describes programmes offered by established educational institutions such as schools, colleges and universities, where a programme of study results in a diploma being granted.

Non-formal education

Non-formal education refers to educational programmes, short courses and training programmes offered by different institutions including government and non-government organizations, private enterprise and cooperatives. Universities and colleges also offer some non-formal programmes. Formal educational degrees and diplomas can also be obtained through equivalency programmes (discussed below). One of the major differences between the two approaches is flexibility .

For example, the curriculum and reading materials of the literacy courses offered through nonformal education are designed and selected according to the needs of the learners. In addition, the learners themselves make decisions about time, place and duration of classes according to their needs and convenience. Besides, the teaching-learning process is likely to be less authoritarian and more attuned to learner needs. Informal education In addition to formal and nonformal education, learning can take place in other ways. A person can also increase his or her knowledge and skills through self-directed learning. An individual can learn through reading, television and radio programmes, or a close observation of activities. Some people describe this type of learning as informal education or self-directed learning. Regardless of whether knowledge and skills are obtained outside formal schools through non-formal learning and self-directed learning, this learning is most efficient when it is purposeful and planned and meets the needs of recipients.

The need for continuing education

We may find that in many villages neo-literates are gradually losing their literacy skills. Dropout children and adolescents have forgotten many of the literacy skills that they acquired during their schooling. Why are adults, children and adolescents losing their literacy skills? When people acquire new skills, they need to practice them or they may gradually forget these skills. Literacy and numeracy skills in particular fade rapidly if people do not use them. The best way to practice these skills is to use them in ways that relate to daily life. How do people in these villages practice their reading skills? Their exposure to reading is very limited and even if they occasionally come across some reading materials, they are not likely to read them. Besides, because of low literacy skills, many people in these villages are not in the habit of writing letters to their relatives or friends. Thus, due to the lack of practice, people start to forget their literacy skills. In most of the rural villages in the Asia-Pacific region, particularly in South Asia, we can rarely find a

village library or sufficient reading materials available to the public. Even in places with a few books or newspapers, it is not easy for many people to access them.

c) Adult and Continuing Education, Evolution of the concept, aims , need and importance in contemporary world and practice

The importance of adult education is difficult to overstate. Adult education plays an important role in helping mature aged learners develop new skills and improve the career prospects available to them.

What is adult education?

Adult education is education aimed at mature students that have already taken part in the workforce. Learning as a mature student gives individuals the chance to gain new skills and expand their knowledge.

Our online learning courses are aligned to the National Standards to comply with Functional Skills for Adults. From literacy to numeracy, learning online with our programmes gives adults a chance to expand their knowledge and skill sets.

Adult education can take many forms and cover many different subjects. As well as literacy and numeracy, many mature aged students study languages, sciences and a range of other important subjects.

What to consider when choosing an adult education programme

A wide range of adult education programmes are available, making it important to choose a high quality programme that aligns with your goals. Good adult education programmes should focus on teaching students important, valuable skills.

Key aspects of an adult education programme to look for include a focus on teaching specialized skills that can be put into practice in the workplace and content that can easily be understood by students.

What are the advantages of adult education?

There are numerous advantages to adult education. Learning after secondary school as a mature aged student allows adults to develop valuable skills to improve career prospects and expand their professional knowledge.

Developing literacy and numeracy skills in adulthood also gives individuals a better ability to reach their full potential. Many adult students gain additional confidence in their academic skills after pursuing adult education.

Finally, adult education teaches students valuable skills that can be put into action in a wide range of situations. The confidence and aptitude gained with adult education is valuable both in and out of the workplace.

What are the challenges of adult education?

While the importance of adult education is immense, there are a range of challenges that adult learners may face. These include the difficulty of balancing education and a full-time career, which is difficult for people in full-time employment.

Other common challenges include the difficulty of returning to a classroom setting after spending years in the workplace. Many adult students also struggle to find the time to pursue education alongside their obligations at work and at home.

What should you know?

It's important to remember that learning doesn't necessarily stop when you leave secondary school or university. ELearning as an adult gives you the chance to make progress in your career and develop valuable new skills.

From literacy and numeracy to foreign languages, adult education offers a range of great opportunities to expand your knowledge and learn new skills to improve your career and develop self-confidence.

Importance of Adult and Continuing education

Adult education is the only tool to remove illiteracy from society. Adult education can be categorized under fundamental education, mass education of people, workers education, further education, basic education, community education and social education, etc in order to educate the people at different level. According to the Mahatma Gandhi, adult education can be said as education for life, through life and throughout the life.

Adult education is necessary for the personal enrichment of the people, effective participation in many areas like social, political, international level affairs, professional advancement, etc. Adult education improves individual peacefulness, enhances working efficiency, leads towards progress in life, strives the learning in society. Adult education is the part time education given to the 15-35 years age group people who never attempted or some schooling before. Adult education aims to prepare adult for a social, economic, civic and political role

So that we need to open talk with our teachers and family about this education.

According to the survey, it is found that countries having low literacy level are economically backward which realizes the importance of adult education for the countries to progress. Adult literacy raises standard of living and brings economic development and social transformation in the country. Government of India has

made the adult education as the matter of great appreciation under the project of “Education for All” by giving a call to million of adults for education.

Adult education helps us keep up with the changes in the world

Since the dawn of technology, the world has been undergoing a rapid transformation. The ways in which we work, communicate, travel and even study have all been altered forever. If we are to continue living productive and independent lives, we must keep up with these developments. This is where adult education can come in handy. Keeping up with worldly advances and learning to understand issues surrounding things such as race, gender, sexuality and religion will make more a better, more harmonious society. In fact, those who leave their views and beliefs in the past can often act as a barrier to progress.

Adult education helps us keep up with the changes in ourselves

Throughout our lives our minds, bodies and circumstances are constantly changing. For some people this means their interests and passions many alter; for some it may mean that their financial situation takes a turn; and for other people, it may mean an injury or a change in health. In any case, as things move on, it is good to be ahead of the curve. Someone who started their career in one field may long for a change, while another, who grew up with plenty of money, may find that they are in need of extra income. Adult learning courses make all of this possible. The availability of such education makes it much easier for us to follow our minds and achieve our potential.

Adult education is essential for retraining

As the world changes and technology advances, many jobs that used to exist are no longer necessary. Sadly for many workers, this shows no sign of slowing down, in fact, positions such as checkout assistants are already on their way out thanks to self-service machines. Fortunately, adult education provides individuals with additional options. Having the option to retrain quickly and efficiently will benefit the lives of many adults in the coming years. Adult college courses are also essential for individuals who dislike their current role and want to embark on a new path.

Learning keeps the mind active

Numerous studies have proven that maintaining an active mind can actually benefit your health. Those who put their brain to use on a regular basis often find themselves benefiting from better memory, sharper reactions and greater attention spans in old age. Keeping the mind active doesn't have to be difficult either. Learning a new language, mastering a new skill or even something as simple as filling in a crossword can have countless mental benefits. Exercising the mind is just as important as exercising the body. This is why at Stonebridge we believe that adult education should be taken seriously.

Learning keeps you busy socially, too.

People who open themselves up to new learning experiences often find themselves involved in more social experiences and at Stonebridge, we believe that it is really important to maintain a healthy social calendar. Developing new skills also adds a new level of interest to a person's life. People with strong interests and passions are likely to gravitate towards others with similar interests and create healthy, nourishing friendships. These people, who are surrounded with friends and interests, are also likely to benefit from feeling more confident and outgoing.

Education feeds a person's creativity

It can be argued that the more a person knows, the more creative they are able to be. If an individual has more knowledge in certain areas, then it's likely that they are able to come up with creative solutions to problems in those areas. Therefore, it's only fair to say that continuing education into adulthood helps people to think outside the box. On top of this, a new distance learning education course may help feed a person's creativity by allowing them to express themselves more in a more effective way. This type of creativity can provide people with a sense of purpose or even reduce stress and anxiety.

Further education sets a good example for future generations

So often, children in the UK see education as a finite chore which ends the minute they graduate. However if children were to witness their parents, guardians or role models embarking on continued educational journeys, they would likely begin to see learning as a constant part of life. Widely available adult education could work to provide young people with a more positive attitude towards learning, helping them to view it as an exciting privilege rather than a necessity. In addition to this, a more educated and motivated adult population is likely to pass on better values, sturdier morals and a stronger work ethic to future generations.

Adult education gives people a second chance

For one reason or another many people did not manage to finish their school or college education to the standard that they may have wished. Choosing to start a family, coping with illness, or managing finances can all get in the way of a person's educational goals. However, just because certain people have had to put their education on hold, it doesn't mean they are not entitled to it. At Stonebridge

we want to make re-entering education possible for anyone who wants to, regardless of their financial or emotional constraints. Our distance learning courses are suitable for those who have been out of education for some years and have no time to physically attend classes.

We are living much longer

In this day and age, people are living much longer than they were in years past. This means that people are able to remain in employment for longer as the retirement age has increased. Nowadays people spend a large percentage of their time at work. This means that if someone doesn't like their job, they could find themselves feeling unhappy at work for a long time. This could lead to stress, boredom, anxiety and depression, so it's important for adults to feel like there are other options. Readily available adult education means that people in such positions are able to access courses and training to help them build the life they want for themselves.

Adult learning is good for the economy

The more educated and productive people we have in the country, the better the economy. If our workforce is made up of innovative individuals with more advanced skills then we will be fit to deal with the country's problems and in a better position to develop creative solutions. Also those with qualifications and skills are more likely to find work. This in turn will benefit the economy by reducing pressure on the benefits system. The lower the unemployment rate, the more money the country has to invest in other things.

UNIT-II

a) Literacy situation in India: Total Literacy Campaign (TLC) Objectives and strategies, New Initiatives in Adult and Continuing Education, Sakshar Bharat.

The Total Literacy Campaign (TLC) is a dominant strategy for eradication of adult illiteracy in India. This approach is a potent and viable model which helps to achieve a significant breakthrough in the literacy scene in India. It constitutes the principal strategy of National Literacy Mission (NLM).

This TLC is area-specific, time bound, volunteer-based, cost effective and outcome-oriented. The thrust is on attainment of functional literacy through prescribed norms of literacy and numeracy. The learner is the focal point in the entire process. The measurement of learning outcome is continuous, informal and participative.

There is stage-wise implementation of the Campaign:

1. Preparing the Ground:

This is the initial stage of the TLC. It begins with a process of consultation and consensus, involving political parties, teachers, students and cultural groups.

2. Creation of the Organizational Structure:

The implementations of the campaigns are done through district-level literacy committees which are registered under the Societies Registration Act. The district collector/chief secretary and the zilla parishad provides the leadership. All sections of society are given due representation in planning and implementation of the

programme. The campaign is delivered through volunteers without any expectation of reward or incentive.

3. Survey and District Profile:

A detailed survey is conducted in the district to identify the non-literate people. During the survey, volunteer teachers and master trainers are also identified.

4. Environment Building:

The basic objective of the environment building stage is to generate a demand for literacy. Environment building includes mobilizing public opinion, creating community participation, sensitizing educated sections of the community and recruiting them as volunteers and mobilizing and motivating non-literate people to become literate. Hence, this stage is an extremely important part of the Total Literacy Campaign. Several Media are utilized for environment building such as folkart, street plays, nukkad natak, bhajans and kirtans, padayatras and literacy walls etc.

5. Development of Teaching Learning Materials:

The materials are based on an innovative pedagogy called Improved Pace and Content of Learning (IPCL) that incorporates motivation-oriented teaching learning material books which contain exercises, tests and space for practice to achieve the objective of imparting literacy in 200 hours.

6. Training of the Task Force:

Training is conducted through key resource persons and master trainers. First, the key resource persons are trained, who in turn train the master trainees. The master trainers in batches then train volunteer teachers.

7. Actual leadership Process:

There are the three progressive sets of primers. Each primer is an integrated one, in the sense that it combines workbook, exercise book, tools of evaluation of learning outcome, certification etc. The entire process is based on the principle of self evaluation. The tests are simple and participative.

Each learner is free to participate to attain the desired level according to his/ her convenience. It is, however, expected that a learner, should be able to complete all the three primers within the overall duration of 200 hours spread over six to eight months. 8. Monitoring and Evaluation:

Monitoring and supervision of TLC is done through a periodic system of reporting and visits of the officials of the NLM, state Directorates of Adult / Mass Education and the State Resource Centers. The management information system in a campaign is based on the twin principles of participation and correction. It has to be accountable, credible and instead of being enrolment-oriented, it should be outcome- oriented.

Though the Total Literacy Campaign is meant to impart functional literacy. It also disseminates other messages such as enrolment and retention of children in schools, immunization, propagation of small family norms, promotion of maternity and child care, women's equality; and empowerment, peace and communal harmony.

OBJECTIVES

After studying the unit, we expect that you will be able to:

- Explain the major shifts in policy approaches to adult education;

- Describe the current policy of adult education in India; Identify the important features of ongoing programmes of adult education;
- Analyse the recent developments in extension systems and changing role of extension.

b) Concept and Scope of lifelong education – Literacy, awareness, continuing education and empowerment of all sections of society.

Objectives:

After reading this topic you will understand the following:

- Concept of lifelong education
- Know the scope of lifelong education
- To understand education in terms of formal, non-formal and informal settings

Concept and scope of lifelong education

People are generally more aware now of the power and significance of education as a tool for improving life. They also know that education is no longer just something for children. Education is a lifelong and continuing activity. To organize continuing education more relevantly and meaningfully for empowering our people, we should have a vision of what education can achieve. Learning is not just limited to reading, writing and arithmetic. Learning is about improving one's knowledge, skills and attitudes to make life easier, fuller, longer and more enjoyable. Learning then has a practical purpose. It can help us to cope with the changing world socially, economically, culturally, physically and spiritually. Learning provides us with practical tools to improve the quality of life or to change it. Our efforts to educate ourselves should not stop after the completion of primary schooling or a basic literacy programme. We should continue these efforts

throughout our lives. Continuing education gives us opportunities to engage in lifelong learning.

Lifelong learning: In our village, we may find neo-literate adults with basic literacy and numeracy skills. These skills can help them in their daily living. However, in order to improve their quality of life and raise their incomes, they need to continue to develop their knowledge and skills through formal, non-formal and informal education. We may also find adolescents and children who have left school, especially after primary education. They also can benefit from continuing to learn. Learning which continues throughout life is called lifelong learning . Through continuing education, we can organize appropriate learning activities. As we know, schools, colleges and universities can cater for only a handful of children, youth and adults. Many others do not have the opportunity for a full education. Lifelong learning is a way of compensating for a lack of full formal schooling, giving opportunities for those who cannot continue their formal education. Education can occur throughout a person's life through formal, non-formal and informal experiences. Many people consider that learning is just for gaining knowledge. But the scope of learning is much broader than this. When we engage in lifelong learning, we are learning to know, learning to do, learning to be, and learning to live together. What do we mean by these four kinds of learning?
Learning to know

When we read a brochure about growing mushrooms distributed by the agricultural extension section, we know or understand how to grow mushrooms. When we read newspapers, we know what is going on in our country and other places. We learn things to increase our knowledge and understanding. Our efforts in learning are a never-ending process. The world is changing very fast. Consequently, we need to upgrade our knowledge all the time. This type of learning is called learning to know.

Learning to do after knowing how to grow mushrooms, we need to actually try growing them. When we acquire new knowledge, we need to put it into practice. We call this type of learning learning to do. Our efforts should always be to provide continuing education activities based on things that our learners can actually do, that they can put into practice, that are relevant to their lives.

Learning to be everybody

Learning to be everybody has their own vision of their future. For example, a craftsman may want to become a senior craftsman or an expert; a shop worker may want to set up his or her own small business. If we want to have our own shop for selling mushrooms, we need to acquire some entrepreneurial and management skills. When this happens, we are learning to be an entrepreneur. When we have a vision, we are motivated to increase our knowledge and skills. We appreciate or see the value of lifelong learning. As a continuing education facilitator, one of our roles is to motivate community people, through continuing education programmes, to raise their aspirations so that they can identify some goals for their lives. The learning that we are trying to achieve is learning to be.

Learning to live together

We are members of a community that is also a part of a broader society. Everybody wants to live in peace and harmony, to have security and respect for each other. Thus we need to promote social equity, justice, peace and harmony through continuing education programmes. For example, when we become entrepreneurs of mushroom production, we may help our friends in the community to acquire skills for growing mushrooms. We may set up a community cooperative to sell mushrooms and other products and share the profits among the members. Some profits can be saved for community welfare, for our family and children. This type of community development may help us to live together peacefully. To achieve our goals of community development through continuing education, we

need to integrate and apply these four types of learning – learning to know, learning to do, learning to be and learning to live together.

To promote lifelong learning, all agencies in our community should be education providers. When this is the case, our community will become a learning society. Thus the ultimate goal of lifelong learning is to build up a learning society.

A learning society

As a member of our community, we may often dream of a world where everyone lives in peace and harmony, with social equity and justice, where nobody is left in poverty and illiteracy. Everybody would have the opportunity to work as well as engage in learning for personal as well as community prosperity. A society should be able to respond to the learning needs of each member. In such a society, all agencies should play a role in providing education and training in addition to their own activities. For example, a factory whose primary responsibility is to manufacture goods can also provide training for its employees to upgrade their skills. The factory can have a role in educating the general public about changing technology as well. Similarly, families, local wisdom, religious institutions, cooperatives, community development groups, universities, government agencies, non-government organizations, factories, private companies and others should play a role in providing education and training to the members of society. When a society is built up in this way, we call it a Learning Society, In a genuine learning society, wherever people go, they will learn something. Learning places can be any place: a corner of a temple, a bus station, under a tree, in the workshop. In a genuine learning society, all citizens engage in education from birth to death. People themselves initiate their learning for a purpose and then pursue it through any means available in the society.

Flexibility in providing continuing education

Continuing education provides the opportunity to engage in lifelong learning that can be organized through different channels: formal, non-formal and informal. Formal education normally describes programmes offered by established educational institutions such as schools, colleges and universities, where a programme of study results in a diploma being granted.

Non-formal education

Non-formal education refers to educational programmes, short courses and training programmes offered by different institutions including government and non-government organizations, private enterprise and cooperatives. Universities and colleges also offer some non-formal programmes. Formal educational degrees and diplomas can also be obtained through equivalency programmes. One of the major differences between the two approaches is flexibility. For example, the curriculum and reading materials of the literacy courses offered through non-formal education are designed and selected according to the needs of the learners. In addition, the learners themselves make decisions about time, place and duration of classes according to their needs and convenience. Besides, the teaching-learning process is likely to be less authoritarian and more attuned to learner needs. Informal education In addition to formal and non-formal education, learning can take place in other ways. A person can also increase his or her knowledge and skills through self-directed learning. An individual can learn through reading, television and radio programmes, or a close observation of activities. Some people describe this type of learning as informal education or self-directed learning. Regardless of whether knowledge and skills are obtained outside formal schools through non-formal learning and self-directed learning, this learning is most efficient when it is purposeful and planned and meets the needs of recipients.

The need for continuing education

We may find that in many villages neo-literates are gradually losing their literacy skills. Dropout children and adolescents have forgotten many of the literacy skills

that they acquired during their schooling. Why are adults, children and adolescents losing their literacy skills? When people acquire new skills, they need to practice them or they may gradually forget these skills. Literacy and numeracy skills in particular fade rapidly if people do not use them. The best way to practice these skills is to use them in ways that relate to daily life. How do people in these villages practice their reading skills? Their exposure to reading is very limited and even if they occasionally come across some reading materials, they are not likely to read them. Besides, because of low literacy skills, many people in these villages are not in the habit of writing letters to their relatives or friends. Thus, due to the lack of practice, people start to forget their literacy skills. In most of the rural villages in the Asia-Pacific region, particularly in South Asia, we can rarely find a village library or sufficient reading materials available to the public. Even in places with a few books or newspapers, it is not easy for many people to access them.

Check Your Progress

- ☐ Briefly explain the concept of lifelong education.
- ☐ Describe the scope of lifelong education

UNIT-II

Lifelong Learning

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Describe the current policy of adult education in India; Identify the important features of ongoing programmes of adult education;

Analyse the recent developments in extension systems and changing role of extension.

UNIT-II (b)

Centre and state level organizations for administration and management of adult and continuing education programmes

Adult Education

1. INTRODUCTION

The Adult Education Unit, Chandigarh Administration has set up 400 Continuing Education Centers under National Policy of Education for Literacy of illiterates and neo-literates of 12 villages besides Labour colony & slum areas which are run by 400 Preraks. These 400 Preraks are further supervised by 40 Nodal Preraks thus having 10 Preraks under one Nodal Prerak. All these staff members are working with the unit on part-time basis.

2. AIMS OBJECTIVES

The main objectives of the scheme and the activities aimed under it include the following:-

- (a) Imparting basic literacy skills among drop out, left out fragile illiterates and such other groups.
- (b) Provision of facilities for retention of literacy skill and continuing education to enable the learners to continue their learning beyond basic literacy.
- (c) Creating scope for application of functional literacy for improvement of living conditions and quality of life.
- (d) Dissemination of information on development Programmes and widening & improving participation of traditionally deprived section of the society
- (e) Creation of awareness about national concerns such as national integration conservation and improvement of the environment, women's equality, observation of small family norms etc. and sharing of common problems of the community.
- (f) Improvement of economic conditions and general well-being as well as improvement of productivity by organizing short-duration training Programmes,

orientation courses for providing vocational skill and by taking up linkage between continuing education and development activities.

(g) Provision of facilities for library and reading rooms for creating an environment conducive for literacy efforts and a learning society.

(h) Organization of cultural and recreating activities with effective community participation.

3. TRAINING

The training of Nodal Preraks & Preraks and other functionaries of Continuing Education Center is given by the Regional Resource Center, Pb. Univ. Chandigarh and Jan Shikshan Sansthan etc. to acquaint them with the latest knowledge to run the centers effectively.

4. VOCATIONAL COURSES

Apart from the literacy, the learners are provided with free training in the following vocational courses:-

1. Sewing
2. Dress – Designing.
3. Embroidery.
4. Bead work.
5. Bag work.
6. Carpet weaving.

7. Khes making.
8. Dyeing and printing.
9. Soap making.
10. Candle making.
11. Food preservation.
12. Kitchen gardening.
13. Health care and beauty culture.
14. Chalk making.
15. Electrical Goods – repair.
16. Artificial flower making.
17. Varnish & painting.
18. Automobile technology.
19. Structure and Fabrication.
20. Bakery and Confectionery.

The above mentioned courses are Income Generating Courses for them by which they earn money to raise their standard of living.

5. FINANCIAL ASPECT

The scheme of Continuing Education Project was started in 1999-2000. It is being 100% funded by Chandigarh Administration. At present it runs 190 Continuing

Education Centers (CECs) to literate the illiterates of rural/slums dwellers of Chandigarh.

6. EQUIVALANCY PROGRAMME

Every year, under this Programme the eligible learners who wish to appear in the regular exams are allowed to take part in the examination free of cost for the classes as deemed fit.

7. SELF HELP GROUPS

To facilitate the learners to come forward in the society in their day today life, Self Help Groups have been started for them to get loan from the bank to start their establishment in different fields for which they have already got the training. At present 150 Self Help Groups are functioning out of which 8 have got the loan facility from the bank.

(c) ROLE OF UGC AND UNIVERSITIES IN ADULT, CONTINUING AND LIFE LONG EDUCATION

The University Grants Commission (UGC) has played a key role in shaping the character of University Adult Education in India since the launching of the National Adult Education Programme in 1978. During the last two decades, the UGC has not only formulated a number of guidelines on adult continuing education programmes, but has also provided one hundred per cent funding support to universities to implement the programmes. Today as many as 93

universities have set up Adult Education Departments and they have implemented a variety of programmes.

University Education in India is identified with the preparation of people for professional work. Today it needs to be examined whether the initial training and preparation of young people for occupations of professional level is all that universities need to do. In an ever changing society which grows complex and mysterious at every turn of the year, professionals need guidance and illumination almost throughout their careers.

The scientific and technological growth in India and the nation, and the resolve to upgrade levels of living in our rural areas have necessitated the acceptance and operationalisation of a culture of lifelong education. Individuals and groups need to be continuously galvanized into developmental action through a process of periodic updating of their knowledge and skills, a better understanding of their work environment and living and its challenges, and adaptation of innovative behavioral practices. The Educational Policy Perspective recently circulated by the Government of India visualizes a lifelong learning society.

The present schemes of the University Grants Commission under its Continuing Education Programmes offer an excellent opportunity to institutions of higher education to extend their physical and technocratic resources to all segments of the community in their area in the form of short-term need-based educational programmes. Continuing Education is thus low-cost educational provision deriving its support from the existing infrastructure in the institutions of higher education. It requires an innovative approach to target group identification, assessment of their needs, formulation of educational programmes, and choice of innovative instructional methodologies, low-cost financial management strategies and ongoing feedback mechanisms.

The UGC guideline on Adult/Continuing Education emphasizes that the universities and the colleges must become sensitive to the learning needs of the community and respond to the same through relevant learning programmes and tools.

Objectives

The programmes of Continuing Education should include objectives such as, to enable the universities to establish the necessary linkages with the community enrich higher education by integrating continuing and adult education programmes and extension work in the system provide opportunities for disseminating knowledge in all walks of life cater to the self needs of all sections of society but specially to the needs of the less privileged and underprivileged sections provide an opportunity to the faculty and the students for field experiences through faculty and student participation in extension research in selected areas in relation to major problems of development in cooperation with government. This programme can be conceived in four major categories:

- ☐ awareness and development of general interest in contemporary affairs
- ☐ imparting functional literacy and numeracy, post-literacy and supplementary education through non-formal programmes
- ☐ imparting and improving professional skills through special training
- ☐ developing curricular linkages between field work and action

The target groups belonging to the less privileged and underprivileged sections of the society may include women, in particular women of rural and slum areas, Scheduled Castes and Scheduled Tribes, drop-outs, unemployed and out of school youth, handicapped workers in the unorganized sectors, workers in organized sectors, teachers and handicapped children and university students from underprivileged rural groups and slums.

Thrust Areas

The UGC has suggested thrust areas to receive priority in the Ninth Plan: development of vocational skills and professional competences among technical, marginal and professional, industrial and unemployed youth through inservice programmes arrangements for remedial and bridge courses and programmes for students from urban slums, rural areas, tribal areas, handicapped and other weaker sections conduct of pre-examination training and entry to professional and technical courses promotion of activities for general self-employment and self-reliance identification and organisation of needs-based instructional programmes for community development training and extension packages for functionaries of various social development programmes such as population education, legal literacy, science for the people, environmental education, rural development and peace education etc.

Operational Strategy

The following eightfold operational strategy is adopted:

1. Programme for Scheduled Castes / Scheduled Tribes and Backward Classes

At university level they need pre-examination coaching for various competitive examinations. The Ministry of Social Welfare is operating a number of schemes for the welfare of these sections of society.

2. Continuing Education for Women

It is for the benefit of women to cover a wide spectrum such as home science courses, nutrition, health and hygiene and child welfare, economic development and courses in contemporary social cultural awareness.

3. Workers Education

In this, workers may be of two categories: (i) Illiterate and semi-literate workers, including unskilled and semi-skilled workers like masons, carpenters, barbers, bus and taxi drivers, transport workers, paramedical staff, class-iv employees etc. (ii) Literate workers, including teachers of all categories, ministerial staff in offices, officers of all categories, and skilled technicians and administrators. They need regular staff development courses to enhance their skill and efficiency in their day to day work.

4. Continuing Education for Professionals

5. Continuing Education for Business Executives

6. Continuing Education for School Dropouts and Unemployed Youth

Continuing Education for school dropouts would facilitate their entry into the national development mainstream. The problem can be tackled by organizing job oriented bridge and remedial courses and well planned career counseling efforts.

7. Programme for Slum Dwellers and Migrant Workers

The migrant workers and slum dwellers constitute the bulk of the weaker section of the society. These sections live in miserable conditions. To this section, besides

basic literacy and numeracy, awareness regarding health and hygiene, labour laws, the environment, economic opportunities, social development benefits, etc. will be extremely critical.

8. Social Development Education for all Citizens

The complexity of modern urban life requires of each individual a large number of roles and skills as parents, members of a neighbourhood, residents of a city, citizens of a nation and the world, and above all as integral parts of the ecological system. Programmes for children's education, area development, environmental education, legal literacy, national integration and global brotherhood, etc., may be organized.

For this purpose the following areas are adopted in the Ninth Plan:

- ☐ training of personnel in each university and its colleges in the methodology of continuing education programmes with a view to their acquiring knowledge and skills
- ☐ preparation of a handbook on Continuing Education
- ☐ development of a course bank stating titles of courses, courses, course content, management strategy, instructional methodology and feedback mechanisms
- ☐ setting up of a monitoring mechanism to monitor the growth of continuing education as related to area development and national development needs
- ☐ developing learning materials (print and audio-visual)

- ☐ Institution of teachers' fellowships to enable teachers to devote their time to the development and management of continuing education programmes
- ☐ encouragement to research in the area of Continuing Education
- ☐ setting up of institution based and community based evaluation studies in this area
- ☐ development of a series of films
- ☐ Pattern of Financial Assistance in the Ninth Plan
- ☐ UGC is providing financial assistance for this purpose at university, college and community level. This has been in the form of staff inputs and programme inputs and some non-recurring infrastructural inputs in the Department of Adult/Continuing Education.

Check your progress:

- Discuss the role of centre and state level organizations for management of adult and continuing education.
- Describe the role of UGC and Universities in adult, continuing and lifelong learning.

UNIT-III

**a)ANDRAGOGY: MEANING, CONCEPT, IMPLICATIONS FOR LIFE
LONG LEARNING**

Objectives

- To understand the meaning and concept of Andragogy
- To study the implications of lifelong learning

Andragogy, also known as adult learning theory, was proposed by Malcom Shepard Knowles in 1968. Previously, much research and attention had been given

to the concept of pedagogy – teaching children. Knowles recognized that there are many differences in the ways that adults learn as opposed to children. His thoughts surrounding andragogy sought to capitalize on the unique learning styles and strengths of adult learners.

Knowles' Five Assumptions of Adult Learners

Knowles theory of andragogy identified five assumptions that teachers should make about adult learners.

1. *Self-Concept* – Because adults are at a mature developmental stage, they have a more secure self-concept than children. This allows them to take part in directing their own learning.
2. *Past Learning Experience* – Adults have a vast array of experiences to draw on as they learn, as opposed to children who are in the process of gaining new experiences.
3. *Readiness to Learn* – Many adults have reached a point in which they see the value of education and are ready to be serious about and focused on learning.
4. *Practical Reasons to Learn* – Adults are looking for practical, problem-centered approaches to learning. Many adults return to continuing education for specific practical reasons, such as entering a new field.
5. *Driven by Internal Motivation* – While many children are driven by external motivators – such as punishment if they get bad grades or rewards if they get good grades – adults are more internally motivated.

Four Principles of Andragogy

Based on these assumptions about adult learners, Knowles discussed four principles that educators should consider when teaching adults.

1. Since adults are self-directed, they should have a say in the content and process of their learning.

2. Because adults have so much experience to draw from, their learning should focus on adding to what they have already learned in the past.
3. Since adults are looking for practical learning, content should focus on issues related to their work or personal life.
4. Additionally, learning should be centered on solving problems instead of memorizing content.

Current Applications

In later years, Knowles would recognize that some points in his theory did not apply to all adults. In addition, some of what he wrote about education could also apply to children. He began to see learning on a spectrum between teacher-directed and student-directed. In his later work, he emphasized how each situation should be assessed on an individual basis to determine how much self-direction would be helpful for students.

Andragogy has received critique over the years, as some of its assumptions have not been empirically proven. However, many researchers believe that the self-directed approach to learning discussed by Knowles is applicable in a number of settings.

For example, online learning can benefit from Knowle's discussion of self-directive learning, as students often receive less supervision from teachers in an online environment.

Other researchers have used andragogy to consider how lectures can become more effective modes of learning through more actively engaging adult students. For example, teachers can use Socratic dialogue, small group discussions, and student-led teaching to make lectures more self-directive and engaging.

The essential meaning of the concept of andragogy has to do with adults. The Greek, aner (genitive andros), means "man", while agein means "to lead"; so andragogy means "leading men," which can be paraphrased as "leading adults".

Knowles defined andragogy as “the art and science of helping adults learn”. This was a narrower approach than the one that was prevalent in Europe up to that time. Knowles’s andragogy was, to some extent, very practically oriented. In general, one could say that he explained andragogy with a set of assumptions about adult learners and made some recommendations concerning planning, directing, and evaluating adults’ learning. His assumptions were as follows:

As individuals mature:

- Their self-concept moves from one of being a dependent personality towards being a self-directed human being;
- They accumulate a growing reservoir of experience that becomes an increasingly rich resource for learning;
- Their readiness to learn becomes oriented increasingly towards the developmental tasks of their social roles; and
- Their time perspective changes from one of postponed application of knowledge to immediacy of application, and, accordingly, their orientation towards learning shifts from one of subject-centeredness to one of performance-centeredness.

Adult learning principle Implications for instruction: Adults are practical, problem-centered, and goal oriented. They want to learn what is meaningful and what will have an immediate benefit for them.

- Inform the learner of the benefits of the learning outcomes, and the consequences of not participating in the training.
- Ensure the practicality of all learning tasks.
- Learning must be relevant to the learners.

- Use less theory and more practice.
- Assess what they already know about the training tasks Adult are self-directed and goal-oriented learners. They can set learning goals, choose how to learn and assess their progress
- Provide some autonomy and independence to adult learners.
- Give adult learners a sense of control over their own learning by allowing them to progress at their own rate and using their own learning agenda.
- Training can threaten the ego of adults.
- Provide low-risk activities.
- Build individual success incrementally.
- Motivate learners to promote motivation to learn.
- Provide guided practice.
Adult learners have rich experience.
- Capitalize on prior experience.
- Collect data on learners' needs before, during and after training.
- Keep training time flexible.
- Allow for options to meet needs.
- Make provision to address need to unlearn old habits.
- Adult learners want to be treated with respect.
- Allow learners to pace their progress.
- Provide bug-free environment and high quality training materials that are effective and efficient.
- Avoid “talking down” to participants.
- Validate and affirm their knowledge.
- Use training material that is free of gender and cultural biases.
- Create a safe, welcoming learning environment.

CHECK YOUR PROGRESS

- Briefly explain the concept and meaning of Andragogy.
- What are the implications of lifelong learning?

b) Psychology of adult learners, Principles of adult learning and curriculum development for adults.

DEFINITION OF ADULT EDUCATIONAL PSYCHOLOGY

Adult educational psychology is the application of psychological findings in the field of adult education. Adult education psychology is the systematic side of the development of the individual within educational settings. It helps the volunteer to foster harmonious development of the learners into a responsible and a participating citizen, a sensitive and a reflective human being and a productive and creative person.

ADULT LEARNING: Adult learning continuously throughout their lives; learning does not stop when they leave school. It means that learning is not associated with schooling. Many adults learn because of following reasons: Occupation they pursue requires learning. Whether the occupation requires in the home or in fields or in place work, factory, office, school and so on. Whether it is paid or not, changed in the work or general environment or is the individual's function or status will call for new knowledge, new skills and new understandings, for new attitudes and new patterns of behaviour. As people grow older, they enter into new social roles, new relationships which have little to do with their occupations. They may become parents, come to accept responsibility for elderly and they adopt new position in society. Moreover changes in the social customs frequently call for redefinition of these roles which become the social reason to enter in adult teaching.

PRINCIPLES OF ADULT LEARNING:

Adult learning occurs best when it is self-directed: Adults can share responsibility for their own learning because they know their own needs. Fills an immediate need: Motivation to learn is highest when it meets the immediate needs of learner.

Is participative: Participation in the learning process is active, not passive.

•Is experimental: The most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learners.

Is reflective: Maximum learning from particular experiences occurs when a person takes time to reflect back upon it, draws conclusions and derives principles for application to similar experiences in the future.

Provides feedback: Effective learning requires feedback that is corrective but supportive. Shows respect for the learners: Mutual respect and trust between trainer and the learner help at learning process. Provides a safe atmosphere: A cheerful, relaxed person learns more easily than one who is fearful, embarrassed, or angry.

Occurs in a comfortable environment: A person who is hungry, tired, cold, ill, or otherwise physically uncomfortable cannot learn with maximum effectiveness.

Friends while dealing with adult learners one should always know certain points that should be kept in mind, what are the suggestions to facilitate adult learning?

POINTS TO BE KEPT IN MIND WHILE WORKING WITH ADULT LEARNERS

1. The learning environment should be physically and psychologically pleasant. Long lectures, continuous sitting and absence of practical activities are not desirable to adults.
2. Ego and self esteem play an important part in adult learning and hence adequate provision should be made for utilizing the same.
3. Adult learners' expectations should be identified and articulated for providing relevant learning experiences in a planned manner.
4. Adults bring good amount of life experience into the centre as an invaluable asset and hence adequate scope should be provided for making use of the same in course of their participation and interaction.
5. Suitable strategies should be developed for integration of new knowledge and skills and application of the same in the learning situation.
6. Adults need to be taught with appropriate methods and aids.
7. Experience and ego of adults should be adequately taken care of in the teaching learning process.
8. They must be properly motivated to change the behaviour.
9. The attitudes and prejudices already formed often pose resistance to change and as such any change in them proves uncomfortable to adults.
10. Practical activities for adult learners prove more effective learning.

SUGGESTIONS TO FACILITATE ADULT LEARNING

1. Rote learning: In rote learning, a series of words or movements are repeated until a habit is established. Rote learning is involved in learning to spell. The development of skills is not usually called “rote learning”, but it is essentially the same. One acquires skill in learning to type, to skate, to dance, and to play game.

2. Trial and Error (or Trial and Success): In this method of learning, the person tries to solve a problem or overcome a difficulty by persistently making a number of variable movements. Movements that do not “work” are discarded. Those that contribute to the solution are selected or fixated. The trial and error procedure is not confined to overt muscular activities. It may be used in the solution of mental problems. In such case, there are a number of variable mental activities which are grouped together under the name of “thinking”. Methods Rote learning Trial and Error (or Trial and Success)

3. Reconstruction or Reorganization of past experiences: On many occasions, learning is not so much a process of adding to former experiences as it is a process of reorganizing and rebuilding these experiences. Old ideas are examined and rejections and selections made. Frequently, putting together of old ideas in a different way results in new understanding. New ideas are carefully examined for the purpose of finding what, if any, elements of old or familiar experience are contained therein.

CURRICULUM DEVELOPMENT FOR ADULTS

Adult education can neither be effective through formal institutions nor would it succeed by institutionalizing it. An adult literacy curriculum has to be built on the expressed needs of a community. The needs as felt by the Community and as observed by a trained social scientist together constitute the expressed need. To that extent adult education cannot be centrally directed and its curriculum cannot be uniform. However, the objectives need to be shelled out and instead of trying to fit the objectives in a rigid time mould, time must be found for the attainment of the objectives. It is in this context that a core or minimum curriculum for adult

education is suggested below. This may, however, be modified on the basis of experience of adult education workers.

A Core Minimum Curriculum

A core curriculum of Adult Education must have a component of spoken language. It is necessary for both problem sharing and culture sharing and forms a necessary condition for establishing rapport with the adult learners.

A. Dialogue with the target audience about their aspirations, attitudes, perceptions, priorities, problems and suggested solution.

Emphasis on causal relationship. For example, Fire, Flood, Exploitation, Molestation, etc., are not acts of God, but caused by natural phenomena.

Curriculum development is central in making these dimensions and opportunities real. Literacy practices, events and texts always involve not just knowledge and skills, but emotions, experience and perspectives. This means that curriculum development is not just about building technical skills, or about developing personal qualities of self-confidence and self-esteem. It is about all of that, and more. It is about creating the conditions that enable adult literacy learners to become increasingly effective participants in multiple literacy practices.

Literacy as social practice

Building curriculum development on an understanding of literacy as social practice involves:

- respecting and valuing learners' language and literacies;
- enabling learners to use new literacy practices; and
- developing awareness of and ways to deal with the different power and status associated with different literacies.

Critical awareness

Critical awareness in adult literacy work is closely connected to the concept of literacy as social practice. It means being aware that literacy and curriculum are

shaped by where and how learning takes place and by the wider society in which we live and work.

It also involves helping students to develop critical literacy as part of developing the technical skills of literacy and numeracy. There is more on this in Learning and Teaching Change

The evolving model represents curriculum development that creates change.

Effective curriculum development promotes change in the learners' literacy confidence and skills to help them meet their own goals. It includes facilitating learners to take increasing control of the direction of the learning programme. It may involve change in the various contexts of the learners' everyday lives. The curriculum development process may also involve change for tutors, managers and funders.

Curriculum development process consists of four inter-related stages. These are:

- Context
- planning
- Learning and teaching
- Review and evaluation

Thinking about context is the starting point in the model. It helps us better understand the range of factors affecting learning, as well as the literacy development opportunities, challenges and resources that exist in the relevant contexts.

Context can be considered under the following headings:

- the wider society
- the immediate learning setting
- the learners' contexts.

The wider society

This curriculum development model reminds us to keep in mind that the wider social, political, cultural and economic context affects literacy policy and practice.

Some questions to consider about the wider social context include:

- How is literacy defined in national policy and strategy?
- Are literacy learners seen as people who 'lack' or are

‘Deficient’ in literacy skills, or as people who engage in varied uses of literacy and are developing increased abilities to participate in new and varied literacy practices?

- What purpose is adult literacy provision being asked to serve in the present economic, social and political context?
- What pressures or influences do factors such as these exert on curriculum development in adult literacy? How do they affect a learning-centered, learner-directed curriculum development process?

The way funders and organizing institutions define literacy can affect how curriculum is planned and enacted.

This evolving model of curriculum development is supported by the following institutional context:

- The institution’s policy is that literacy programmes – their content, processes and timescales - should be centered on learners’ own purposes and needs, and be negotiated with the learners.
- Funding for adult literacy programmes does not depend on, and does not prioritize, achievement of certification.
- There is an organizational ethos of equality, professional trust and care.
- There is ongoing professional training in participative, learning-centred curriculum development.

(C)Teaching Methods for Adult Learners

The motivations to learn evolve as you become older; and for an adult educator, teaching can be even more difficult without a basic understanding of adult learning theory.

Malcolm Knowles, a pioneer in adult education, popularized the concept of five teaching strategies for adults, which states that students learn best when:

1. Adults understand why something is important to know or do
2. Adults have the freedom to learn in their own way

3. Learning is experiential
4. The time is right for them to learn
5. The process is positive and encouraging

This post breaks down each principle outlined above, and details why it's an important method to teaching adults effectively.

Make sure adults understand why something is important to know or do

When we step into adulthood many of us chose to take classes to meet personal and/or careers goals. Adults students are special because they step foot into a classroom with the desire to learn. They are there to learn something new or become certified in a particular field.

This principle is not about why adults are sitting in your class looking to feed off of your knowledge, but rather why each component of the class you're teaching is an important part of the learning process.

Adults have the freedom to learn in their own way

Many adults can remember having only one type of learning style growing up; this is mainly determined by their teachers' preferred method of instruction. However, as an adult you may learn that you prefer a different learning style, or a combination of all three.

Visual Learners

Visual learners prefer to be shown a lesson through graphs, diagrams, and illustrations. They rely on what the instructor is doing and often sit in the front of the classroom to avoid visual obstructions. The best form of communication is providing worksheets, white boarding, and leveraging phrases such as, "Do you see how this works?"

Auditory Learners

Auditory learners listen carefully to all sounds associated with the lesson. "Tell me," is their motto. They will pay close attention to the sound of your voice and all of its subtle messages, and they will actively participate in discussions. You can best communicate with them by speaking clearly, asking questions, and using phrases like, "How does that sound to you?"

Tactile Learners

Tactile learners need to physically do something to understand it. Their motto is “Let me do it.” They trust their feelings and emotions about what they’re learning and how you’re teaching it. Tactile learners are those students who will get up and assist instructors with role playing in the classroom.

You can best communicate with tactile learners by involving volunteers; allow them to practice what they’re learning, and use phrases like, “How do you feel about that?” The types of learner that makes up your classroom can easily be identified by conducting a short learning style assessment at the beginning of class. This assessment will benefit you and the students and will allow you and your students to be successful. This information will be as valuable to the student as it is to you.

Learning is experiential

Experiential learning experiences can take multiple forms. Activities that get your students involved enhance your students’ learning experience. Example of activities includes small group discussions, experiments, role playing, skits, building something at their table or desk, or writing/drawing something specific. Activities also keep people energized, especially activities that involve stepping away from their desks.

Honoring the life experiences your students bring to the classroom is another component of experiential learning. It’s important to tap into that wealth of wisdom of your classroom whenever it’s appropriate.

The time is right for them to learn

No matter how hard a teacher tries, if a student isn’t ready to learn, they won’t. Luckily, adult students chose to be in your classroom, which means they have already determined that the time is right.

As an instructor, listen carefully for teaching moments and take advantage of them. When a student says or does something that triggers a topic on your agenda, be flexible and teach it right then.

The process is positive and encouraging

For most adults, stepping back into the classroom can be intimidating, which is understandable if they haven't taken a class in years. Students may be apprehensive about what the class will be like and how well they'll do.

As an instructor of adult students, it's important to exude positivity, encouragement, and patience. Give your students time to respond when you ask a question. They may need a few moments to consider their answer. Recognize the contributions they make, even when small.

Give your students words of encouragement whenever the opportunity arises. Most adults will rise to your expectations if you're clear about them.

Check your progress:

- Explain psychology of Adult Learners.
- What are the principles of Adult learning?
- Briefly explain the curriculum development for adults.
- What are the teaching methods of adults? Explain in detail.

Unit – IV

a) Impact of Life Long Education on formal education – Education for diverse target groups through

- (i) Open Learning
- (ii) Web Based Education
- (iii) Community Colleges.

b) Continuing education programmes for community development:

- (i) Women empowerment
- (ii) Population education
- (iii) Legal literacy
- (iv) Vocational education

c) Research Areas in Adult Education, Continuing Education and Lifelong Education.

a) Impact of Life Long Education on formal education – Education for diverse target groups through

(i) Open Learning

There's a mounting pressure on today's colleges and universities to demonstrate their worth. As tuition costs continue to climb, affordability is becoming a bigger barrier to access in higher education.

In response, dozens of institutions are rethinking how they deliver education by democratizing access to textbooks, lesson plans, and even courses themselves. It's a movement called open learning that enables students to have greater control over what they learn, where, and when.

What Is Open Learning?

The goal of open learning is to broaden access to education, which can be done in a variety of ways. Dr. Gail Matthews-DeNatale, lecturer for Northeastern's Master of Education in Higher Education Administration program and associate director at the Center for Advanced Teaching and Learning Through Research, breaks open learning down into three dimensions:

- Open courses
- Open educational resources
- Open pedagogies

“There's this larger value system at play in open learning, including a concern for access, accountability, and affordability,” Matthews-DeNatale says. “If you look at higher education, those are the big issues that everyone is trying to figure out.”

Here is a closer look at how those issues are being addressed through the three dimensions of open learning.

Open Courses

Open courses are what most people typically think about when they hear “open learning”—particularly massive open online courses (MOOCs). As opposed to traditional online models, MOOCs are free and available to anyone with an internet connection. Six years ago, when MOOCs were at their height, enrollments could exceed 230,000, although the typical class size averaged 25,000 students. Only 15 percent typically completed their courses, however, causing many to question MOOCs’ effectiveness.

“A number of early providers made basic mistakes in relation to online learning, such as focusing solely on content instead of creating opportunities for students to interact with each other or their teacher,” Matthews-DeNatale says. “But MOOCs did put on everyone’s radar the value of learning experiences that are open in a different kind of way.”

Since then, multiple colleges and universities have introduced derivatives of MOOCs, such as “MicroMasters”—online graduate-level courses centered around a particular field of study that can be applied toward a full master’s degree program—and Teach-Outs, which are short learning experiences focused on a specific current issue. Through these different offerings, institutions can engage with a broader base of students in ways that are more affordable and attainable for the learner.

Open Educational Resources

Open educational resources (OER) also enable students to tap into and explore a field of study in a more approachable, cost-effective way.

Matthews-DeNatale defines OERs as “high quality online resources that are made available by experts in the field at no cost.” Rather than ask students to spend an average \$1,285 on textbooks per year, professors are utilizing content that’s available either under open licensing or in the public domain. By not committing to a singular textbook, faculty have more flexibility to customize their course

resources. In turn, learners receive a deeper, more personalized education that's been shown to improve access and student outcomes.

To ensure OERs are of high quality, guides such as the CARE Framework and TEMOA Rubric have been created to help educators benchmark and evaluate the quality of open resources.

Some colleges and universities are now looking at how they can better support faculty in the use of OERs. Matthews-DeNatale highlights The State University of New York's (SUNY) OER Services, which provides access to openly licensed textbooks and courses developed by SUNY faculty, as well as OpenStax, a nonprofit started by Rice University to provide educators with access to open resources.

Open Pedagogies

Educators can take the concept of openness one step further by pursuing open pedagogy, which Matthews-DeNatale describes as “engaging students in real work that they can share beyond the boundaries of the classroom.”

David Wiley, a thought leader in open learning, suggests faculty transition from “disposable assignments,” which students throw away upon receiving a grade, to “renewable assignments,” which challenge students to create materials that can be shared with the public.

In Matthews-DeNatale's class, students are tasked with creating learning experiences that would be beneficial in their own environment. One professional who worked in financial aid, for example, created a two-week online experience to help undergraduates and their peer mentors learn how to make informed decisions on complex student loan repayment options.

“She turned around and used the mini-course immediately in her workplace,” Matthews-DeNatale says, “but it was also an online resource that would be helpful

for anyone throughout the nation. The idea is: How can we create content that would also be useful for other people that we can give away?”

The Benefits of Open Learning

Open learning is helping democratize education, by making it more affordable, accessible, and attainable to students, no matter their location or income level. It also helps students explore new industries before investing in an often costly, more formal education.

“I think we are just beginning to tap into the opportunities made possible through the open approach,” Matthews-DeNatale says. “Open learning could be a key component to solving some of the hardest problems in education.”

In an open education system, every professional can pursue lifelong learning.

Benefits of Open Learning

1. Fewer admission requirements

Are you serious? I thought getting accepted to university is complicated? Well, for open courses, most institutions don't require any specific entry requirements or qualifications, so all students are welcomed to attend, regardless of their educational background or work experience.

Also, many online universities have developed specific facilities for international or disabled students. Knowing your uni cares for you can function as a great incentive in your studies.

2. You can make your own schedule

Most online degrees are structured to let you study at times most convenient to you. Some online courses do however require (online) presence during assignments, group and project work and/or exams.

And that's not all. You don't have to complete a programme within a specific time. Instead, you learn at your own pace and make your own decisions about how

you want to follow the programme. Naturally, there are also degrees that are more closely paced, you should always check with the university about the details of your course.

3. Little need to travel

You don't have to leave your home or workplace to pursue your study programme. That means that you can easily become a student at a university from a different continent. So why not take a chance on this cost-effective option to your study? But, just in case, you should check if your desired course is not delivered in the blended format, as these are a combination of on-campus classes and online learning. But hey, this might mean you get to travel a bit. Can't be much harm in that.

4. You choose the courses

Most online degrees give you the option of selecting the modules you want to study, allowing you to even transfer credits to a future academic programme. What can be better than tailoring studies to your own interests so that you develop the skills and knowledge that you actually need and use in your profession?

(ii) WEB BASED EDUCATION

Introduction:

Many of us use the internet or the "web" (world wide web) as a source of information. In medical education, the web is increasingly used both as a learning tool to support formal programmes and as a means of delivering online learning programmes. What can educators do to ensure that the potential of the web is used effectively to support both their own learning and that of their students?

Much of the literature on web based learning shows that one of the main barriers to the effective use of teaching materials is the technology (for example, poor access, slow downloading) rather than the design of the learning materials themselves. Some of these issues are discussed later in the article, but it is vital that teachers

take on expert help with technical issues in the planning, design, and delivery of web based learning programmes. Through programming and the use of “plug-ins” (programs that can be downloaded from the internet), designers can produce interactive course materials containing online activities (such as self assessments), animations, and simulations. These can improve learning and are often more enjoyable and meaningful for learners.

Meaning:

Web based learning is often called online learning or e-learning because it includes online course content. Discussion forums via email, videoconferencing, and live lectures (videostreaming) are all possible through the web. Web based courses may also provide static pages such as printed course materials.

One of the values of using the web to access course materials is that web pages may contain hyperlinks to other parts of the web, thus enabling access to a vast amount of web based information.

A “virtual” learning environment (VLE) or managed learning environment (MLE) is an all in one teaching and learning software package. A VLE typically combines functions such as discussion boards, chat rooms, online assessment, tracking of students' use of the web, and course administration. VLEs act as any other learning environment in that they distribute information to learners. VLEs can, for example, enable learners to collaborate on projects and share information. However, the focus of web based courses must always be on the learner—technology is not the issue, nor necessarily the answer.

Models of web based learning

Several approaches can be used to develop and deliver web based learning. These can be viewed as a continuum. At one end is “pure” distance learning (in which course material, assessment, and support is all delivered online, with no face to face contact between students and teachers). At the other end is an organizational

intranet, which replicates printed course materials online to support what is essentially a traditional face to face course. However, websites that are just repositories of knowledge, without links to learning, communication, and assessment activities, are not learner centered and cannot be considered true web based learning courses.

Features of a typical web based course

- Course information, notice board, and timetable
- Curriculum map
- Teaching materials such as slides, handouts, articles
- Communication via email and discussion boards
- Formative and summative assessments
- Student management tools (records, statistics, student tracking)
- Links to useful internal and external websites—for example, library, online databases, and journals

In reality, most web based learning courses are a mixture of static and interactive materials, and most ensure that some individual face to face teaching for students is a key feature of the programme.

The individual learner

The first step in designing a web based course is to identify the learners' needs and whether the learners are to be considered as part of a group or as individual learners. The web can be a useful tool for bringing isolated learners together in “virtual” groups—for example, through a discussion forum. There are several

online resources on how to design web based learning programmes (for example, at www.ltsn.ac.uk).

Incorporating web based learning into conventional programmes

Web based learning in an institution is often integrated with conventional, face to face teaching. This is normally done via an intranet, which is usually “password protected” and accessible only to registered users. Thus it is possible to protect the intellectual property of online material and to support confidential exchange of communication between students.

Medicine has many examples of online learning, in both the basic sciences and clinical teaching. As students are usually in large groups for basic science teaching, web based learning can be used to provide learning materials to complement conventional programmes and to enable self assessment—for example, access to anatomical sites and image banks for the teaching of pathology courses. Web based learning can be useful to support clinical teaching when learners are geographically dispersed—for example, to learn clinical skills through video demonstrations.

With web based learning, the material can be linked to libraries (for example, for ordering books or journals), online databases, and electronic journals. These functions are particularly useful for research and clinical activities.

Assessment

With all types of learning, including web based learning, it is useful for students to receive constructive, timely, and relevant feedback on their progress. Online assessment is sometimes constrained by the medium in which it is operating. Computer marked assessments alone are not appropriate for marking or giving feedback on assignments such as essays or projects that require more than the mere reproduction of knowledge.

Advantages and disadvantages of web based learning

Advantages

- Ability to link resources in many different formats
- Can be an efficient way of delivering course materials
- Resources can be made available from any location and at any time
- Potential for widening access—for example, to part time, mature, or work based students
- Can encourage more independent and active learning
- Can provide a useful source of supplementary materials to conventional programmes

Disadvantages

- Access to appropriate computer equipment can be a problem for students
- Learners find it frustrating if they cannot access graphics, images, and video clips because of poor equipment
- The necessary infrastructure must be available and affordable
- Information can vary in quality and accuracy, so guidance and signposting is needed
- Students can feel isolated

For and against web based learning

When designing web based programmes (as with any learning programme), the learners' needs and experience must be taken into account. Appropriate technology and reasonable computer skills are needed to get the best out of web based or online learning. Programmes and web pages can be designed to accommodate different technical specifications and versions of software. It is frustrating for learners, however, if they are trying to work on the internet with slow access or cannot download images and videos they need. On the other hand, web based programmes may, for example, encourage more independent and active learning and are often an efficient means of delivering course materials.

Effective web teaching and learning

Course designers need to remember that younger students are more likely to be familiar with using the internet than older learners, who may feel less comfortable with a web based course. To get the best out of their learning experience, learners need basic computer skills, support, and guidance.

Teachers must design their courses to encourage effective web based learning rather than aimless “surfing.” Programme design should therefore filter out poor information as well as signpost key information sources.

(iii) COMMUNITY COLLEGES

A community college is a type of educational institution. The term can have different meanings in different countries: many community colleges have an “open enrollment” for students who have graduated from high school (also known as senior secondary school). The term usually refers to a higher educational institution that provides workforce education and college transfer academic programs. Some institutions maintain athletic teams and dormitories similar to their university counterparts.

The Pros & Cons of Community Colleges

Community college is not what it used to be—in fact, there are major incentives to attending a local junior college. Not to mention the obvious financial advantage, junior college is a place where you can knock out your general courses and explore your other interests on a schedule that works for you.

Pros

Cost of Tuition

The most obvious reason that students attend community college is for the financial advantage. Many junior colleges cost less than two thousand dollars each semester to attend full time. Attending community college gives students the chance to prepare for the financial demands of a 4-year university if they plan on transferring.

Flexible Schedule

Many students don't realize that if they plan on working while attending school, community college is hands down, the best option. They offer far more night classes than other universities and more schedule options. The workload, unfortunately, is lighter than a state school or private university and attendance is not usually required.

Give students an opportunity to explore major options

Instead of spending thousands of dollars at a private university towards a major that you are less than sure of, consider attending a community school while you are making your decision. Classes cost less, so you will have the opportunity to explore interests that you might not have otherwise pursued.

Smaller Classes

The class size is surprising to most students because the tuition is so reasonable. While classes aren't as small as those of a leading private university, many have as few as twenty students. In a smaller class, professors have the opportunity to learn more about their students. Likewise, students will find their teachers more accessible and can get assistance when they need it.

Qualified Professors

Everybody starts somewhere. Some of your professors will be fresh out of a master's program, but many will be well-seasoned academics who carry an impressive resume. Community schools are just as flexible for the students as for the professors. Many accomplished instructors teach part-time at community schools to allow plenty of time to focus on their own pursuits and career goals. In fact, when I attended junior college I ran into one of the professors from the private university I had previously attended, and she was teaching a night class—case in point!

Transitional

Countless numbers of college freshman transfer out after their first year of studies. Many return, some don't. Unfortunately, many of these students felt displaced and found that their expectations were not met by the university they attended. Attending community school gives students the opportunity to earn college credit while taking the time to select the 4-year institution that is right for them. Because there is little financial investment, most students are deterred from dropping their studies altogether.

Cons

Limited Curriculum

Typically, community colleges are 2-year schools. If you plan on obtaining a 4-year degree you will have to transfer to another university at some point. If you're looking for a permanent residence, this probably isn't the best place for you.

Lighter Workload

The workload is significantly lighter than at a state university or a private college. There is sometimes very little course work aside from major exams but keep in mind that college is what you make it - putting in the time is entirely up to you.

Uninvolved Students

This is probably the biggest deterrent for the junior college: Many of the students are uninvolved. Few have plans for an academic future outside of what they receive at the junior college level—and they study accordingly. This

causes tension in the classroom, particularly with more accomplished professors who are not accustomed to dealing with complacent students. Outside of the lecture itself, classroom discussions are rarely stimulating as they are carried on solely by the professor and one or two enlightened individuals. Good news for the dedicated student: The professor will recognize your potential and reward you accordingly.

Campus life (or lack thereof)

Junior colleges do have clubs and organizations, but campus life is not an integral part of the atmosphere. For most students at community schools, their schedule revolves around work and classes are done in the mean time. If you are looking for a lively social scene, again, community college is probably not for you.

b) Continuing education programmes for community development:

- (i) Women empowerment
- (ii) Population education
- (iii) Legal literacy
- (iv) Vocational education

(iv) Women empowerment

“In our society, the women who break down barriers are those who ignore limits.”- Arnold Schwarzenegger

Empowerment can be defined as a “multi-dimensional social process that helps people gain control over their own lives. Women’s empowerment refers to “women’s ability to make strategic life choices where that ability had been previously denied them” (Malhotra et al., 2009) (Kabeer 1999).

Accordingly, empowerment is central to the processes of maintaining the benefits of women at an individual, household, community and broader levels. It involves the action of boosting the status of women through literacy, education, training and raising awareness. Hence, women’s empowerment is all about allowing and

equipping women to make life-determining choices across different issues in the country.

We all know the ratio of girls is less as compared to boys in our country, India. And it is due to the orthodox mentality of society who wants to have boys and not girls. In true sense, patriarchy has decided the course of women's lives throughout ages.

The need for women empowerment arose because of the gender discrimination and male domination in the Indian society since ancient time. Women are being suppressed by their family members and society for many reasons. They have been targeted for many types of violence and discriminatory practices by the male members of the family and society in India and other countries as well. Wrong and old practices in the society from ancient times have taken the form of well-developed customs and traditions.

Women enjoyed a better position in the Rig-Vedic period which deteriorated in the Vedic civilization. Vedic civilization onwards, women were denied the right to education, right to widow remarriage, right to inheritance and ownership of property.

Social evils like child marriage and dowry system worsen the situations more for women. During the Gupta period, the status of women deteriorated extremely and institutions like dowry and Sati Pratha became more prominent.

During the British Raj, many social reformers such as Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, and Jyotirao Phule started agitations for the empowerment of women and as a result of their efforts Sati was finally abolished and the Widow Remarriage Act was formulated.

Later, stalwarts like Mahatma Gandhi and Pt. Jawaharlal Nehru advocated women rights and as a result of their concentrated efforts that the status of women in social, economic and political life began to elevate in the Indian society.

Although women in India have made a considerable progress in the seven-decade of Independence still the battle is only half won.

They still have to fight against many social evils that are oppressing them and deteriorating their status. Still, there are people or groups that create hurdles and resists women progress in India

In India, women have always been a victim of honour killings. They have been bereft of basic rights for proper education and freedom for years. In this male-dominated and patriarchal society, they face violence, abuse and other ill-treatment.

All the evil practices that are deteriorating the status of women need to eliminate from our society if we really want to empower women of our nation. Gender inequality still prevails in India because of which women are maltreated not only by outsiders but by family members too.

The irony is that although India has acclaimed the status of the 1st Asian country to accomplish its Mars mission in the maiden attempt is positioned at the 29th rank in the world on the basis of gender inequality index.

Empowerment of women is essential to have the bright future in family, society and country. Pt. Jawaharlal Nehru had said that to awaken the people, first awaken the women need to be awakened, because once a woman has been awakened then the whole nation and family gets awakened with her.

Women no longer need men to rely on. They need support and society with right senses can only provide women with it. Nothing is beatable for a woman. All she needs is support and lots of love.

Benefits of Women Empowerment:

- They are able to lead their lives with dignity and freedom
- It adds to their self-esteem and self-confidence
- It gives them a distinct identity of their own
- They are able to gain respectable positions in society
- As they are financially independent they are able to spend on all their needs and desires and they don't need to sacrifice or compromise with their needs for others.
- They are able to make meaningful contributions to the well-being of society
- They act as capable citizens to contribute to the Gross Domestic Product (GDP) growth of the country.
- Country's resources are fairly and equally accessible to them.

The necessity of Women's Empowerment

- Injustice and gender bias and inequalities cannot be removed without women empowerment.
- Women cannot enjoy security and protection in life if they are not empowered.
- It also provides them with a safe working environment
- Empowerment acts as a powerful tool against exploitation and harassment faced by women
- It provides legal protection for women
- Women cannot develop their own identity if they are not empowered.
- Women constitute a vast chunk of the world's population. So if they aren't employed the global economy will be adversely affected.
- Women need to be provided equal opportunities for work to produce a just and progressive society

(ii) Meaning and Definition of Population Education:

Most of the people agree 'Population Education' with education of the population. If we go deep into the matter, we will find that population education is education about population matter, i.e., fertility, mortality, migration etc. It is an educational

process which helps people to understand the nature, the causes, and consequences of population events.

It is a factual knowledge about population dynamic. Population education is an educational process, which helps individual to learn about population and particularly the effect of population dynamic and the related problem on the individuals, family, community, nation and the world.

Its main purpose is to create awareness, to provide knowledge and to develop positive attitude for improving population situation to ensure a better life now and in future.

Definitions of Population Education:

Burbson:

“Population education is an exploration of knowledge and attitude about population, the family and sex. It includes population awareness, family living, reproduction education and basic values.”

Gopal Rao:

“Population education may be defined as an educational programme which provides for a study of the population phenomenon so as to enable the students to take rational decisions towards problems arising out of rapid population growth.”

UNESCO:

“Population education is an educational programme which provides for a study of population situation of the family, the community, nation and world, with the purpose of developing in the students rational and responsible attitudes and behaviour towards that situation.”

Summing up the meaning:

- i. An educational programme.
- ii. Generation of interest and opportunity to study the effects of population growth of individual, family, community and country.
- iii. Developing awareness about population control and positive and healthy attitudes about the programme among the youths.

Need and Importance of Population Education:

Population explosion affects every aspect of man's life-individual, national and international. It affects health, wealth and happiness of individual and families.

It also affects the prosperity and progress of nations, international security and peace. In order to minimize the problems like food problem, economic problem, younger generation problem, environmental problem and educational problem, there is an urgent need of population education at all levels.

Thus the idea of population education is based on the following assumptions:

- (i) Rapid growth of population is a constant threat to our economic development.
- (ii) Over-population affects the health and well being of the younger generation.
- (iii) Population explosion creates an obstacle for raising the standard of living of the masses.
- (iv) Population education is not to be mixed with sex education or the methods of family planning. Rather it should be a motivational force for creating the right attitude to family size.

(v) Population education is not a “once for all affairs”, rather, it should be continuous process.

Hence, population education needs to be given top priority in the present scenario. The younger generation needs to be informed about India’s populations’ problems. They need to be properly educated with new ideas for leading a better adult life.

The present situation needs population education because it is a new content area and is highly relevant to the lives of the people. It also encourages improvements in methods of teaching, in the structure of the system of education, in the value of the students and the teachers and in so many other areas.

General Aims of Population Education:

The aims of population education are as follows:

(i) Population education aims at assisting the individual to understand the causes and consequences of population phenomena.

(ii) It enables the individual to understand how does population situation affect the individual and society.

(iii) It aims at recognizing the causes of demographic phenomena and to enable the people to make changes in order to remove those obstacles for social progress.

(iv) It enables to acquire knowledge, skills, attitudes and values necessary to understand the concept of population education.

(v) It enables the learner to take a conscious and right decision about the prevailing population situations.

Contents of Population Education:

The NCERT organized a workshop on “Population Education” at New Delhi in July 1970.

It suggested that the following five areas should form the curriculum of population education:

- i. The Population Growth.
- ii. Economic Development and Population.
- iii. Social Development and Population.
- iv. Health, Nutrition and Population.
- v. Biological Factors, Family life and Population.

The following topics have been suggested by D. Gopal Rao as the content of Population Education:

- i. The history of population growth-world in general, India in particular causes, trends and implications.
- ii. An introduction to demography with special reference to India.
- iii. Effects of rapid population growth on economic, social, cultural and political aspects of national development.
- iv. Effects of rapid population growth on individual and family life, standard of living.
- v. Effects of rapid population growth on the physical environment, food, natural resources and quality of life.

vi. The population policies and programmes of the world in general.

vii. An elementary knowledge of the physiology of reproduction wherever feasible.

(iii) Legal Literacy

The legislature of the state and the Parliament, while enacting the legislation, consider the objectives of it. Some laws lay down the substantive rights of the masses and some touch upon the procedural aspect of certain laws. But it is due to lack of awareness of beneficiaries that most of the legislations are ineffective at the stage of their execution.

To quell this problem, the step of generating among the masses, awareness of their rights has been recognized as the appropriate initiative. The source of power among the masses has been attributed to such awareness. India is a land of various laws on a variety of subjects. Most of these pertain to the benefits of the people. But due to the lack of their awareness for such provisions hardly yield any benefit to them.

To ensure justice for all, safeguard popular rights, and promote legal empowerment of the society, need is always felt for making the public aware about their rights and entitlements. With the same token, such awareness can be credited for facilitating the aggrieved person to quickly take resort to channels available for the redressal of grievances, through agencies like the Police, the Executive and the Judiciary. Further the awareness of one's legal rights paves the way for participation of the masses in the decision making process.

It is due to this situation, that Legal literacy has been recognized as a tool of qualitative change at the basic level as it provides them with the adequate knowledge of their rights. Legal literacy connotes the knowledge of the primary level in law. After the citizens (particularly marginalized or underprivileged

groups) become aware of the rights provided to them by law, they can use such awareness as a tool to fight injustices. Such awareness can transform their lives. Legal literacy is the first step to that end¹. Further, the better awareness of laws is a contributing factor to help people work more effectively in diverse spheres. To give effect to such initiative, in 2005, National Legal Literacy Mission (NLLM) was adopted by the Central government.

NEED FOR LEGAL LITERACY.

Being the part of the largest democracy, knowledge of law serves the people with the tool of power and self realization. Unless the people are aware of rights, they cannot live in consonance with the true dictates of democracy and rule of law. Legal literacy is commonly understood as knowing the primary level in law. Need of the legal literacy is accentuated due to following reasons:

1. Fighting Injustice and Women Empowerment. It is through awareness of the laws and the objectives served by them that citizens, particularly marginalized or underprivileged groups, can obtain the benefits that law seeks to offer them. Taking into consideration the present scenario, the issues like empowerment of women and making them aware of their rights which they can use to fight injustices, becomes a distant dream in the absence of legal literacy. Hon'ble Mr. Justice Kabir has aptly remarked that lack of awareness and education are the main causes for injustices being meted out to the marginalized populations especially women. Similar observation has been made by Hon'ble Mr. Justice Pradeep Kumar, the Judge of the High Court of Jharkhand. He emphasized upon the women's need to be aware about the laws that safeguarding their interests, so that they can approach the right authorities with their grievances in order to ensure quick justice.

In the Fourth United Nations World Conference on Women, held in Beijing in 1995, the Beijing Platform for Action (BPFA) was adopted, with the object of achieving equality for women in various walks of life. As a result, the Beijing Declaration and Platform for Action was adopted, which emphasized the need for access to free or low-cost legal services, including legal literacy, especially

focusing on women living in poverty. It also noticed that women's poverty had its connection to the absence of economic opportunities and autonomy, lack of access to economic resources, including credit, land ownership and inheritance, lack of access to education and support services and their minimal participation in the decision-making process. Also Legal literacy programmes have been attributed for helping women to understand the link between their rights and other aspects of their lives and in demonstrating that cost-effective initiatives can be undertaken to help women obtain those rights.

2. Understanding the Scope of Rights and Challenging their Violations. Legal literacy is essential as it is the knowledge of law that can be used as a tool by vulnerable groups to understand and evaluate the law, to get acquainted with the scope of their rights under the law, and get their rights enforced by taking action and bringing the legal machinery into force. Knowing their rights, the people can challenge violations thereof. Article 39A of the Constitution of India directs the State to provide free legal aid with the aid of suitable legislation or schemes. It is the awareness of rights and duties that makes the delivery of justice and balancing of various interests an easy task.

3. Transparency and Accountability in the Governance. Growing legal literacy opens the gate for a transparent and accountable Government truly based on the 'Rule of Law'. It is the awareness about rights, governance and state obligations that has contributed to the changed attitude of the masses resulting in demand for justice and accountability from the government. In this regard, the contributions made by a renowned NGO, Multiple Action Research Group (MARG), is acclaimed. Undertaking the projects like (and project of ", it has played its due role in achieving the goal of legal literacy.

4. Empowering the Poor. The legal system of a nation has a big share in empowerment of the poor people, as it confers upon them rights, powers, privileges, and immunities along with a strong judicial system that can give effect to these legal entitlements. The object empowerment cannot see the light unless, the target group (here the poor) are made aware of their entitlements in a legal

system. Taking the note of the step to that end in international arena, in 2005, the United Nations Development Programme (UNDP) hosted the Commission on Legal Empowerment of the Poor. The Commission realised that, lack of understanding of legal rights and obligations serves as a barrier to access to justice for the poor⁹

CONCEPT OF LEGAL LITERACY IN INDIA.

Defining Legal Literacy. To understand the meaning of Legal Literacy, it is essential to go through the definition of the term literacy. According to the Ministry of Home Affairs, Literacy can be defined as both ability to read and write in any language. In the terms of the Programme for the International Assessment of Adult Competencies (PIAAC) "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 . Legal literacy has been defined by Laird Hunter, in Reading the Legal World, in following words:

"People using the legal system must be able to guide themselves through a process that they understand [...] and, at appropriate places along the way,

- recognize they have a legal right or responsibility, in order to exercise or assume it;
- recognize when a problem or conflict is a legal conflict and when a legal solution is available;
- know how to take the necessary action to avoid problems and where this is not possible, how to help themselves appropriately;
- know how and where to find information on the law, and be able to find information that is accessible to them,
- know when and how to obtain suitable legal assistance;
- have confidence that the legal system will provide a remedy, and

- Understand the process clearly enough to perceive that justice has been done... Translating the information and meanings of the legal system to learners and people with limited literacy skills requires that lawyers and others clearly understand the dual nature of legal literacy: the ability to read and familiarity with the legal context".

The quest for legal literacy forms the part and parcel of the Legal Aid to the masses. Even before the launch of the NLLM, the quest for the legal literacy was recognized in India. The journey of legal literacy, from its inception has taken the shape of legal rights. It was evident that the meaning of law will stand neglected, if only the privileged sections of the society have access to it. It was further observed that the law is meaningless unless people have equal access to it for their protection.

Legal Aid Movements in India. The legal aid movement in India took its shape in around the year 1952, when the Government of India brought its attention towards legal aid for the poor in various conferences of Law Ministers and Law Commissions. Later in the year 1960, Government laid down some guidelines for legal aid schemes. The legal aid schemes were floated through Legal Aid Boards, Societies and Law Departments in different states.

Constitution of Committee for Implementing Legal Aid Schemes. In 1980, Committee for Implementing Legal Aid Schemes was constituted at the national level to oversee and supervise legal aid programmes throughout the country under the Chairmanship of the former judge of the Supreme Court, Hon. Mr. Justice P.N. Bhagwati. Later a new chapter of Lok Adalats was added to the justice dispensation system, which succeeded in providing a supplementary forum to the litigants for conciliatory settlement of their disputes.

Enactment of the Legal Services Authorities Act 1987. The year 1987 marks a golden chapter in the history of legal aid in India, as it was in this year that \$ \$ was enacted, with the end of giving a statutory base to legal aid programmes throughout the country on a uniform pattern. After introduction of certain

amendments by the Amendment Act of 1994, was enforced on 9th November, 1995.

Establishment of Legal Service Authorities. On 5th December, 1995, the apex body for legal aid services, the National Legal Services Authority was constituted, with the former Supreme Court judge Hon. Dr. Justice A.S. Anand as the Executive Chairman of it. It lays down policies and principles for making legal services available under the provisions of the Legal Services Authorities Act and to frame most effective and economical schemes for legal services. It also disburses funds and grants to State Legal Services Authorities and NGOs for implementing legal aid schemes and programmes.

NATIONAL LEGAL LITERACY MISSION.

The National Legal Literacy Mission, with its motto “Law for All”, was launched by the honorable Prime Minister of India, Dr. Manmohan Singh. This five-year Mission had its foundation in the goal of legal empowerment of all sections of the society. Its object was to simplify the language of the law to make people able to understand laws and judgments. Special focus was laid on the downtrodden, minorities and women.

As evident from the speech of the Prime Minister, a democracy is meaningless, unless the people know their basic human rights like education, employment and the right to live a life of dignity and self respect. Such awareness is possible only through the mechanism of legal literacy. To remove the obstacles, such as complex legal language of the statutes, in understanding their rights, the Mission has been prepared as a weapon.

Objective of the Mission. NLLM was initiated with the aim of providing legal education to the underprivileged persons, including disabled people. The subject matter of the mission was to educate the people about law, legal terminology and legal rights. Looking deep into the structure of the NLLM, it had following goals:

1. To achieve 100% legal literacy.
2. To target the most disadvantaged, distraught, disintegrated, vulnerable and victimized populace first and progress further in the grass-root level.
3. To prepare State Specific Plan of Actions for implementation of objective of the Mission.
4. To undertake survey, research, documentation drive, social investigation reporting and social audit as a learning exercise of people's problems, grievances and to understand the nature of redressal required.
5. To sensitize the Judicial Officers to people's cause particularly to that of women and children, and minorities, tribal and such other most vulnerable groups as well as persons in custody in addition to implementation of the Acts pertaining to mentally and physically challenged, the destitute and beggars, the orphans and neglected citizens, the abandoned elderly citizens, discrimination in case of any caste, communal violence, disaster and disease outbreak.

Target Groups. Taking into account the provision of the section 12 of the Legal Services Authorities Act, 1987, which prescribes the criteria for giving legal services to the eligible persons, following persons are covered under the target group of the Legal Aid services:

1. a member of a Scheduled Caste or Scheduled Tribe;
2. a victim of trafficking in human beings or beggar as referred to in Article 23 of the Constitution;
3. a woman or a child;
4. a mentally ill or otherwise disabled person;
5. a person under circumstances of undeserved want such as being a victim of a mass disaster, ethnic violence, caste atrocity, flood, drought, earthquake or industrial disaster; or

6. an industrial workman; or

7. a person in custody, including custody-

a. in a protective home within the meaning of clause (g) of section 2 of the Immoral Traffic (Prevention) Act, 1956; or

b. in a juvenile home within the meaning of clause (j) of section 2 of the Juvenile Justice Act, 1986 or

c. in a psychiatric hospital or psychiatric nursing home within the meaning of clause (g) of section 2 of the Mental Health Act, 1987; or

8. a person who receives an annual income of less than rupees nine thousand or such other higher amount as may be prescribed by the State Govt.,if the case is before a court other than the Supreme Court, and less than rupees twelve thousand or such other higher amount as may be prescribed by the Central Govt.,if the case is before the Supreme Court.

(iv) Vocational Education

Education helps us acquire and facilitate: knowledge,skills, values, beliefs, and habits with or without the help of an educator.

Education is often seen as a prerequisite for success.

But, school and learning institutions has always been a bridge to accommodate the education of an individual.

Although, learners may also educate them self in a process called autodidactic learning.

What Is Vocational Training

What is vocational training?

Vocational training can be described as a training that emphasizes knowledge and skills needed for a specific trade, craft or job function.

Earlier, this training was confined to certain trades like welding, automotive services and carpentry but the horizon of vocational training has expanded with the evolution of time.

Today, a wide range of job functions like retail training, tourism management, paralegal training, property management, food and beverage management, computer network management and floral designing are also being included under this category.

The connecting link between theory and practical application

Vocational training also known as vocational education and training (VET) basically focuses on practical applications of the skills learned or acquired and it provides the much needed hands-on instruction in a specific trade.

Students can abstain from attending general education courses associated with most post-secondary programs and that is why it can be said that VET is basically unconcerned with theory or traditional academic skills.

It works as a connecting link between theoretical education and the real working environment and, students can join these types of programs at school level or post-secondary level as well.

Vocational Training and Trade institution has been growing prominently, this causes more innovative and highly skilled workers to solve problems in our current fast-pacing society.

Vocational training is a one of a kind learning experience that specializes in the fields of crafts, trades and careers at various levels. It is also related to apprenticeships learning.

VET is also known by the name career and technical education (CTE)' and it provides candidates a clear edge in job searches because they possess the knowledge and practical experience to enter a specific field.

The training starts at high school level and students can also complete their associate degree programs from vocational schools.

These courses make them better prepared for taking up highly rewarding, skilled jobs.

Since an independent organization certifies that the students possess the skills required to perform a specific occupation, the credibility of these types of programs cannot be challenged.

What Is a Vocational School?

Vocational school, sometimes referred to as trade school, technical school, vocational college or career center is a type of school/college which offers mainly educational programs which are set to give you a specific profession needed in the job-market.

These schools were designed to provide secondary, post-secondary and skilled trades rather than provide academic degrees.

Some schools do have full degrees programs and some even started out as vocational schools and over time they grew to offer academic programs.

Training Programs for Different Trades

Vocational training programs are offered in different areas including skilled trades, healthcare, cosmetology, computer networking, creative fields and food preparation as well.

Students can attend these types of programs to become an auto mechanic, plumber, heating and air conditioning (HVAC) technician, electrician, bookkeeper, carpenter, daycare management specialist, cook, dental assistant, floral designer,

home inspector, interior designer, locksmith, medical assistant, medical transcriptionist, paralegal technician, pharmacy technician, pharmacist, photographer, private investigator, property management specialist, real estate appraiser, veterinary technician, travel agent, computer network management specialist, food and beverage management specialist, cosmetology technician and many more.

c) Research Areas in Adult Education, Continuing Education and Lifelong Education.

Adult continuing education will be of increasing importance, as the median age of our society and the pace of change continue to increase. The paper begins with an examination of the goals of all learning. It focuses on a new paradigm for learning, tried so far only on a very limited basis: computer-based tutorial learning, considered particularly important for adult learning. This paradigm, practical today with modern technology, allows a much more individualized approach to learning than is largely available today, for very large numbers at much lower total costs than at present. Student interaction with the computer will be frequent (every few seconds) and in the student's native language. Little large-scale experience is available with such highly interactive material, so we should begin with extensive experimental efforts in this direction. A large worldwide developmental effort in many languages would follow successful research.

Adult Learning

Labels such as lifelong learning, learning organization or learning society serve as short forms for designating social developments in which learning has become an everyday part of our existence, both perceivable and inescapable for each individual in shaping their professional advancement and personal development. Even if the term learning is subject to inflationary use with respect to a variety of processes of change, socialization processes, structural developments and intended

measures, the term learning nevertheless manages to describe the essence of the challenges which modern adult education in all its formal and informal facets has to face. Researching learning is thus at the very heart of research on adult and continuing education.

Learning cannot be approached, however, as an isolated subject of research, or even a subject who can be examined in isolation. Learning always takes place inseparably interwoven in a dynamic fashion with other skills and activities. For this reason, a “pure” form of research on learning makes little sense for researchers or the field of actual adult education practice. Researching reasons for and conditions governing adult learning, structures and processes, effects and results of learning in different fields of life and institutional contexts is of fundamental and constitutive significance to theory and practice in the area of adult education.

Even if this type of research on learning has to make use of scholarly approaches and techniques from different disciplines and fields of research, researchers will have to formulate questions to guide their research in those places where adults are endeavoring to shape their lives with learning resources. Independent research work on learning in the area of adult education is a function of the lively, everyday form of learning which adults engage in. Opening up such fields of formal and informal research is a difficult and creative process which goes beyond mere reception and application of a type of learning research based on children and adolescents.

It is hoped that the following categorizing considerations and questions will help provide orientation on the path to the development of research on learning in adult education.

Research on adult education directs its special interest in requirements governing the acquisition of a stock of knowledge, which is aggrandizing with the accelerating accumulation and rapid change in knowledge structures and stocks of knowledge.

Examined more closely, one begins to understand “knowledge” to mean the coherent interpretation of traditional forms of knowledge offered in society and currently available information for improving action. Such knowledge as a potential for action must be acquired at the individual level.

Although the possibilities for acquiring knowledge and education in principle offer potential for development and equal opportunity, there is an inescapable danger that the increasing dependence on knowledge in all societal activities will bring about new inequalities which can only be alleviated in part through continuing education, but which are nonetheless exacerbated in structural terms.

What possibilities for describing and measuring the content and forms of knowledge stand up to empirical examination and can be used in corresponding studies?

In what areas of society, at what levels and for what groups of persons is the need for knowledge becoming increasingly important? What forms of knowledge are particularly affected, what value is assigned, for example, to scientific and experiential knowledge?

How are cognitive, affective and motor aspects of competence linked to knowledge?

What role do learning environments and forms of brokerage play in the acquisition of knowledge?

What political strategies and what continuing education measures appear to be suited to smoothing out inequalities in opportunities to acquire knowledge?