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Editor's Note

ARTICLES

As soon as Mr. Donald Trump assumed office of the President of the United States of America in his first announcement he said that America is for Americans first. This created tremors all over the world and particularly the developing countries. The tremor was felt in India also. Unfortunately, misleading news items started pouring in most of the mass media stating that all Indians who are working in America will be deported leading to large number of unemployment. Fortunately, some positive thinking people started writing that the situation is not that grave and may not affect those who are in job in the immediate future. Whatever may be it is better to give some thought to the new announcements coming from America.

The announcement made by President Trump is his government's new policy and new initiatives which one must appreciate for thinking of the welfare of his countrymen. This is not the first time the head of the government takes such initiatives. When Prime Minister Narendra Modi gave his first address to the nation, he has announced a number of policies like 'Make in India' and 'Skilling India' under which he wanted everything produced in our country for domestic consumption and export and trained workforce for both the domestic industries and for the industries abroad. This announcement was welcomed by most of the countries as epoch making initiative. They did not say that India should continue to import things manufactured in other countries instead of producing domestically. The same way none expressed anguish about the trained workforce of India which may stone wall the employment opportunities for the local people.

Indian workforce is hired by both foreign companies and Indian companies abroad not because it is a cheap labour but also its technical and vocational capabilities. Hence, it is not that easy for the companies to replace the entire Indian workforce overnight as they may not be able to find suitable hands and also in adequate number immediately. Some people are also more worried about H-1B Visas. But Vishal Sikka, CEO, Infosys does not think so. He says that the employers do not depend on H-1B Visas as in the last 10 years there were around 65,000 H-1B Visas granted every year which means in the last 10 years it was 6,50,000. But the Indian companies collectively employed millions of people. According to him it has always been about delivering value and not obtaining H-1B Visas.

However, it is true that unemployment is slightly increasing even after many forward looking policy initiatives taken by the government. One must know both the negative impact of growing unemployment and also the reasons for such a situation.

India must be careful as jobless growth can lead to social unrest. According to Arun Maira, the former India Chairman of Boston Consulting Group lack of adequate employment opportunities may be the reason behind the agitations happened recently

in Maharashtra and Gujarat. He said that the growth of the country should not be measured by GDP alone, but by the quality of jobs, livelihood and jobs that are created.

According to experts lack of jobs is not just one challenge for India. Increasing automation will also take away many existing jobs. The situation is more aggravated because of the level of literacy and poor skill. The gap between number of jobs created and job required has widened despite strong GDP growth. Every year 10-12 million young people join the labour force and 5 million people leave agriculture to join the non-agriculture sectors. Thus there exists a total demand of 17-20 million new jobs per annum. According to NITI Aayog member Bibek Devroy a dramatic rise in voluntary unemployment across the country where people choose not to work below a certain income level after investing in education. Above all a million plus students graduate from India's engineering colleges every year, but less than a quarter of them are found to be employable.

Arvind Subramanian, Chief Economic Advisor says that India's current employment challenge is difficult as sectors that did well in generating jobs in the country's previous economic boom years – IT, construction and agriculture are in trouble now. Hence, Indian economy needs to clock 8% to 10% growth for grater job creation. He also said that IT sector thought to be always a dynamic sector for India is now the new problem. With the automation becoming a way of life in most companies and Analytics Artificial Intelligence becoming a reality, the Application Business and Development part of the business is under threat as it requires an entirely different set of skills.

According to Rajesh Mahapatra, Professor, National Institute of Public Finance and Policy 'Skill India Plan' seeks to train 400 million workers in the age group of 15-45 years over a 7 year period. The outcome so far has been disappointing. Out of 1.8 million people who received training in the first two years of this programme, only a third could be certified and less than 82,000 people were placed in jobs. The reason for this dismal show is no amount of skill development can work without a solid foundation in basic education. India's long neglect of the education system is coming back to haunt its economic ambitions.

All these show that government needs to revisit the policy initiatives taken so that the situation got aggravated today does not stay for long. India has withered a number of problems and this may not be a big one to tackle. Also a large investment in quality education is the need of the hour.

Dr. V.Mohankumar

Freirean Approach in Analyzing Teaching-Learning in Indian Higher Education - A Theoretical Discourse

Sayantan Mandal

Higher education in the world in general and in the developing countries in particular is under tremendous pressure to grow and respond to the demands of the fast changing market and metamorphosing societies. India, one of the fastest growing higher education systems, is no exception. The 'race to the top' is the new mantra for the universities and other higher education institutions of the nation. This constant pressure of expansion and excellence has highlighted several reform areas (Varghese, 2015) and one of them is to improve teaching-learning, which resides at the core of any educational system.

Teaching-learning in Indian higher education is however, following a traditional path for so long (Mandal, 2016; British Council, 2014) with some handful of exceptions. The model of 'input (as information oriented teaching) and output (as students' examination scores based on standardized tests) is still dominating the practices without much focus on the actual process. The teacher usually takes the authoritative role and a provider of the information (as knowledge) in the form of monologue to the students. The students, on the other hand play a passive role of knowledge receivers. In this process the power lies within the teacher where the students perceive the authority of the teacher, almost as taken for granted. Interestingly, the recent top-down thrust on 'student centered learning', 'outcome oriented teaching', 'competence development' and so on, have brought significant pressure on the teachers where they have become the passive receiver of these mandates, without much idea on how to implement them. Nevertheless, in this reduced teaching autonomy, pressure to perform and bring tangible outputs mixed with new audit culture of constant surveillance (Taubman, 2009) teachers have also began to see themselves as oppressed and a normative tool of education system.

At this juncture, the Freriean ideology seems capable of analyzing the discourse from two distinct yet interconnected perspectives. First, the neo complex power dynamics between the oppressors and the oppressed which should be contextualized in the changing role of the teacher-student and institution. Second, to understand the changing notion of teaching-learning where he focuses on the process, rather than on the outcome, influencing in remodeling the traditional role of a teacher and student and the practice as well.

This paper therefore takes an analytical stance towards the changing notion of teaching-learning in higher education, which also involves the shifts in power dynamics and tries to understand the following. Primarily, it attempts to explore some of the

major shifts in the teaching-learning practices in Indian higher education. Secondly, how are these changes impacting the traditional teacher-student-administration (including the government and governing agencies) relations, where the power-dynamics is becoming a mosaic rather than a linear one. In this discussion, it brings the ideas and analytical arguments of Paulo Freire (1970, 1985, 2005, 2006) and tries to explain why the Freirean approach to teaching-learning is worth considering in the changing context of higher education which is at the verge of overhauling.

The paper therefore mainly focuses on the issue of higher education teaching-learning, confined mostly in the formal sphere of education with the theoretical lens of Freire, which is widely considered to explain non-formal and adult learning. This effort however recognizes the invaluable contributions by other scholars in the area of formal teaching-learning, but delimits the main discussion to explain Freirean perspectives and its relevance in this regard.

This paper lays out issues as follows. Section I provides an overview of teaching-learning and the classroom interactions based on scholarly works and empirical evidences. Section II is focused on the changing power dynamics and linking the discussion of section I. The main analysis is done in the Section III where the paper critically explores the theoretical understandings, where Freire's approach is discussed along with glimpse of other relevant theoretical frameworks pertinent to the discourse. The concluding section reviews the main findings of the paper and highlights the relevance of Freire's theory in analyzing contemporary issues of teaching-learning in Indian higher education.

Section I: Teaching-Learning in Indian Higher Education

To examine the issue of teaching-learning in Indian higher education, this section tries to discuss it from two standpoints. One, it briefly mentions the defaming of the teaching profession in post independent India and its impact on the teachers and second, how does that influences teaching in a regular classroom of a college or university. These help us to understand the power dynamics between the teachers and administration and between teachers and students.

Defaming the teaching profession

Teachers, since the age of the *gurus* got a high regard in the society for their noble profession of educating and enlightening (Jayaram, 2002). However, over time, with the social stratification, teaching became confined to the elite classes only. The situation did not change during the British colonization period either, where the main focus of higher education was to create a pool of elite educated workforce for the colonizers, not to bring enlighten in the mass (Mathew, 2016).

In the post independence period, the Radhakrishnan Commission (1948-49), clearly defined the role of a teacher. As per the report, a teacher has to stimulate the spirit of enquiry and of criticism. It put the highest value for teachers who should not be measured in term of mere performance. The commission was in fact very concerned, when it found that mass lecture is most common is the institutions and not supplemented by any regular work by students in the library post lecture (Mathew, 2016). This prevents students from developing their own arguments, power of judgments as they are taught depending on the book alone. The commission therefore suggested that there should not be any prescribed textbook at college and universities to prevent teaching from focusing only to pass the exam. However, nothing much progress has happened in the next twenty years (NCERT, 1971 in Mathew, 2016).

Later in the 60s, due to the structurization of university and colleges, bureaucratization was introduced. The affiliating university system, large and complicated university administration further reduced the academic freedom. This in turn created a hierarchy and politicization, where new power dynamics lead the teachers, especially college teachers to rely on a long chain of commands. These institutions often do not exercise enough freedom in terms of designing or modifying the curricula, course structure and evaluation systems. The universities with more number of affiliated colleges imposed more centralized forms of administration, which made the system more standardized and less unique. It also meant that the university assumed all the control, leaving very less room for individual institutes to experiment and innovate. Further bureaucratization created a less flexible administration, mostly at the lower tier, which in turn hindered the smooth and flexible function of the academia. And in this process, rather similar to the industrial top down management, teacher became a mere component of the bigger system, largely following mandates of the higher order. This also means that teachers are less prone to take innovative steps and go beyond what is prescribed. This negatively impacted the motivation of the teachers.

Teaching and learning today through classroom observations

The loss of academic freedom created a teaching-learning culture, which turned the higher education institutions into a place of repetitive teaching, often following textbooks recommended by the authorities. The recent national level study by the Centre for Policy Research in Higher Education (CPRHE of NUEPA) shows that teaching in average performing college and universities are still unidirectional, information oriented and less interactive- a clear misfit in today's time.

The classroom observation of a degree college (surveyed in 2015-16[1]) located in one of the metropolitan cities rather help representing the common scenario. It shows that the class sizes for a main subject (honors subject) in social science are large with about 45-50 students. The benches and desks were arranged in a direction so that students can focus towards the teacher. A large section of students were prepared with notebooks and pens before the teacher entered to the classroom. Soon after

the teachers arrived and greets the class, he straightway jumped into the topic for lecturing. There was no communication between the teacher and students on what are required by the students, or if there is any questions etc.

The lecture began and teacher used his own notebook and a book (not a textbook, but of a similar kind) to explain the topic. Some students started taking through notes and some focused on the major points and noted them down. However, there were students who did not engage in noting down anything and just listened to the lecture, sometime barely paying attention to it at all. The class continued, with unidirectional lecture and some pauses, where the teacher asked 'do you understand (?)' soon before continuing with the lecture. Finally, the teacher completed his lecture and asked 'do you have any questions?' A student, sitting on the first row, raised her hand and asked a clarificatory question. The teacher re-explained one such issue. He then asked the students to study hard and left the classroom. The class officially concluded. However, students spent about 5-7 minutes in the class discussing their doubts to each other, comparing their handwritten notes before dispersing. Later the Focus Group Discussion (FGD) with the students of the same class revealed that many of them have an online app based platform (e.g. whatsApp) to further discuss the topics. They have also mentioned that they need better interaction in the classroom. This is a common scenario across colleges in India as noticed during several classroom observations, for the CPRHE/ NEUPA study. However, why is it so? Why did not students raise any questions during the class (until asked for) or challenged the teacher in any occasion? Why was not their question analytical and rather clarificatory in nature? Why not the teacher did engage with the students interactively in true sense? The next section helps explaining.

Section II: The power dynamics

The discussion above shows that on the one hand teachers feel the pressure to follow the top down mandates of completing the course, following the syllabus and improve individual performances to keep improving on the Academic Performance Indicators (API) score board. The power structure works profoundly, where teachers often have less freedom on what to teach (and what not to teach) and almost no scope for experimenting with teaching-learning. They often find themselves at the bottom of the power hierarchy, without much option but to follow the instructions. However, the position in the power hierarchy overturns when the teachers come to the class. They lead the lecture and students accept the views, rather imposed by the teacher(s), without challenging or questioning them. However, from the post class FGDs, it is clear that students want a friendly, more interactive teacher. During the interviews with the teachers, most of them also mentioned that they clarify with the students if they have any questions or need more discussions – hence they claim themselves 'interactive'.

Brookfield (1995) argues that to understand why students accepted the imposed view, or the predominance of the professor's authority, it is important to look at the

power-relations. Traditionally, since the age of the gurus, students were taught to consider the teacher or guru as an unquestionable authority. The guru is the one, who knows everything and knows the best. The root of the answer perhaps also lies into the very origin of the word, 'lecture'. The word originated from the Greek word '*legein,*' which means saying or telling something. Similar to that, the Latin word is *lectus* speaks of choosing, or the word *lectura,* which refers to the act of reading from text. This suggests that lecturing was originated from the very idea of communication, however, with the aim of transferring meanings to others. This also means that the lecturer gets a commanding legitimacy over others (listeners) on the topic of lecture.

The tradition and its underlying principals, clearly, have not changed much even today, especially in Indian higher educational sphere. This connotation of superiority and inferiority or that of the oppressor and oppressed (after Freire) plays its role, which translates into the conceptualization of 'lecture'. Hence, even though a teacher in higher educational institute opens the floor for questions and counter opinions, students prefer to be silent. In most cases, students felt insecure and when there was no authority to guide them, the teacher felt inclined to fulfill their wishes by telling them the 'correct answer'(Marcela et. al., 2014). Therefore, even though many students, during the FGDs, have mentioned 'lecturing' as 'boring', they rather tend not to raise that issue in the classroom. The tacit agreement that the teacher could provide the 'truth' predominates and students, in most cases, accept them without questioning. Perhaps that is why, the teachers also, in most of the time, quickly asks the students if they have any questions, soon before moving on to the next discussion, as observed in the study.

The same connotation can be applied when the teachers' voice is unheard in the process of following top-down mandates from the higher authority. The top management decides what is right and tends to consider a blanket approach to implement it where teachers are often passive receivers and tend to accept it, much similar to that of the teacher lecturing in a class without paying attention to the diversified requirements. In both cases, teachers and students open up about their disregard to the higher power, but not when the actual situation demand for it.

Section III: Freirean approach to understand the power dynamics and teaching-learning in Indian higher education

Paulo Freire, the Rousseau of the twentieth century (Bhattacharya, 2010) has some critical explanations and solution to the above mentioned situation. As the 'inaugural philosopher of critical pedagogy' (McLaren, 2000; Breuing, 2010), Freire proposes an approach to study the educational institution and society that has its main function in the revelation of tacit values that underlies the enterprise (Eisner, 1994). His approach requires understanding the structuring of the institution in its socio-political context, the ways in which roles are defined and the interactions, which drives them in certain direction (Mandal & Mandal, 2013). The interaction, is

often 'hidden' which should be unraveled to understand the power dynamics and how education is shaped by the society as an institution and how that has influenced in redefining the role of individuals in the society. If we put his approach to understand the teaching-learning of Indian higher education, we find two broad theoretical underpinnings to deal with. First, the interaction between the oppressor and the oppressed and its implications on each side and secondly, the implications on pedagogy, deeply rooted in the practices of teaching-learning.

Power relation between the oppressor and the oppressed

Taking the issue of oppressor and the oppressed first, we get three groups of individuals: one, the institution (policy makers, regulating bodies, curriculum development committee, university and college administration and so on), second, the teachers and third, the students. However, we also get two sets of power relations; that of between the administration and the teachers and between the teachers and the students, as aforesaid. Here, it is important to highlight that the words 'oppressor' or 'oppressed' do not always represent a negative connotation, especially in this paper. The institution and the teachers may actually are dedicated and have better knowledge and locus-standi to improve the conditions. These terms, after Freire, are therefore used to highlight the way power is exercised in a complex manner.

Freire (1970, 1985, 2005) explains that with the exercise of the power, both the oppressor and the oppressed deal with the 'fear of freedom'. Whereas the oppressor is afraid of losing the freedom and the supremacy, the oppressed may well lead to desire the role of the oppressor or can bind them to the role of the oppressed. One key element between the relationship of the oppressor and the oppressed is 'prescription'- as coined by Freire (1970, 2005). Every prescription represents the imposition of one individual's choice upon another; influence in transforming the consciousness of the person into one that conforms with the preservers consciousness. Therefore on the one hand, the behavior of the oppressed is a prescribed behavior. The oppressed having internalized the image, adopts his/her guidelines, fearful of freedom and becomes resigned to it. They often prevents themselves from going into any conflict with the oppressor as long as they feel running the risk it requires. Freire also elaborates that it is not always the fear of the oppressor, but also the influence of fellow oppressed individuals, who prevents such conflicts with the oppressor. The oppressed thus dwells into duality, with the desire and the fear at the same time. They are at one point themselves and some other point, the oppressor, whose consciousness they have internalized. Probably that is why, as soon as the oppressed gets a chance to become more powerful than someone else, the role flips. They transforms as the oppressors which percolates down to the spiral of power hierarchy existing in our complex society.

Looking through the lens of Freire, we could link the discussion of section I and section II. It helps us to explain why teachers are silent receivers of the mandates from above in the same way students accept the teacher as a superior authority. The

physical organization of the classroom directs all students towards the teachers, leaving less room for interactions among themselves, while the class is going on. Similarly, the teachers receive the mandates as it is without much scope to intervene in its designing phase. However, both teachers and students interact within the groups. The teachers clarifies, analyses, criticize the new mandates among themselves. However, they are often less vocal about it openly or rarely go into direct conflicts with the administration. The students, in a much similar fashion, stay back after the class or form online discussion group(s) to make a better meaning of the classroom lecture, where critical comments are exchanged. Even if they do not agree with some/whole of the lecture or the way it is delivered, they tend to avoid conflict with the teacher, as long as possible, or until the platform for free discussion emerges. Freire's thoughts also helps explaining why the same teachers, who plays the role of the oppressed (while the administration is playing the role of oppressor), suddenly shifts to the role of an oppressor, when s/he assumes the role of teaching. Looking at it closely, we see that a pattern of power domination, which percolates from administration to teachers and them from teachers to students and so on.

Pedagogy and power structure

Freire (1985, 2005) along with other educationists (Giroux, 1988; McLaren, 2000) have analyzed this type of power relations discussed above and coined that it is deeply linked with the way pedagogy followed in all levels of education, especially in the developing countries, with inequality. He calls it the 'Banking' model of education, which is fundamentally rooted in a narrative character. This involves a narrating subject, here the teacher and listening objects, representing the students. The subject narrates the reality without questioning it, thus making it static and somewhat lifeless. This narration leads the students to memorize mechanically and the better the students 'contains' the information, the better the student they are. Perhaps that is why Freire criticized it by saying "education thus becomes an act of depositing (Freire, 2005:72).

This 'banking' concept of education is not only practiced in the school level education, but also at the higher education level, especially in the undergraduate courses. The in depth interviews with the teachers shows that they prefer lecturing over discussion in the undergraduate courses as firstly, they think students need information at this stage; secondly, students receives lecture well, as they are used to with it from schools, and thirdly, teachers believe that students mostly want to pass the exams in undergraduate levels, hence the drive to critical awareness is less in this level. Analyzing these responses through the theoretical understanding of Freire, it might be found that both teachers and the students are well accustomed to the culture of banking education. Hence, although students at this level are much more mature and have their own opinions, they seldom express it freely.

In explanation, Mathews et. al. (1990), Ramsden (2003) mentioned that there are many teachers who think that learning certain subjects like History or Chemistry, or some parts of every subject for that matter, is an unhappy business. To those,

students will realize the value of teaching, only when they graduate. On the contrary, Ramsden (2003) strongly argues that if a teacher cannot help student to enjoy learning, however hard that may be, there is something missing in the understanding of good teaching. There is no wonder why students want to 'pass the exam' as a way to 'get over with it', as the teaching-learning does not stimulate their intellectual thirst. However, at postgraduate levels, things are perceived little differently. Teacher focuses on more discussion, allows room for questions and clarifications. Interestingly, as found in the CPRHE/NUEPA study and also backed by Mathews *et. al.* (1990), it can be further seen that there is hardly any difference between opinion of the undergraduate and postgraduate students regarding their demand for more interaction oriented teaching-learning. Marsh (1987) concluded that students in the modern era are well informed and conscious; hence their opinion holds significant substance.

At this point, it is perhaps easy to 'blame the teachers' for not engaging into stimulating interactive discussion with the students. However, it is notable that Indian education system, for so long is operating on a 'prescription' mode. Hence instead of blaming the teachers, it seems important to understand the power structure and the interactions between the oppressor and the oppressed in a complex interconnected society. Looking through the conceptual lens, it can be seen that these teachers were also the products of a similar static and banking education system, where it minimizes or annul the creative and critical power (Freire, 2005). This effect sadly cascades into the generations to follow and becomes a norm, a justified practice and the culture emerges.

The culture of oppressor and oppressed continues in a complex spiral manner where the aim of the oppressor at the upper strata is not to change the structure but to change the consciousness of the oppressed. To achieve this end, banking model is used, but in a much more subtle form in contemporary time, where one might find the traces of modern jargons such as 'student centered learning', 'outcome oriented teaching' and so on as new lexicons of education. 'Flipped classrooms', 'online lectures' and 'personalized education' are gaining popularity as well. Here it seems important to note that the underlying concept is not new. The curriculum is centrally decided and while the places of learning may be personalized to the students, the content is not (Job & Sriraman, 2015). Similarly, the video or online lecture, whether it is designed by a public or third-party provider, the instructor/teacher/anchor is the authority on the knowledge that is provided. Therefore it may not yet be considered as 'dialogism' but a mutated form of banking model.

Moreover in practice, they have limited influence to change the structure as these new practices are often used to focus on the productivity or giving more choices to the users to choose from the existing repository of information rather than creating critical minds. According to Freire, the oppressors thus use their 'humanitarianism' (Freire, 2005: 73) in these cases and react almost instinctively against any experiments in education which stimulates the critical consciousness. Instead, the main focus becomes in changing the consciousness of the oppressed, not the

situation, which oppresses them (Freire 2005: 74), because it follows logically from the banking notion that the educators role is to regulate the world enters into the students. Perhaps that is why, in many instances, the structure works to reorient the oppressed towards normative conformity. If critically challenged, as it could be seen in some recent incidents in Indian higher education, the oppressors uses a 'paternalistic social action apparatus' (Freire, 2005) where the critical oppressed receives the title of 'welfare recipients' and treated as individual cases, deviated from the overarching and somewhat propagated configuration of 'good', 'organized' and 'just society'. The oppressed are often 'alienated' or get influenced by their fellows to adhere to the norm, often precluding their chances of becoming critical beings.

Conclusion

The power relation is part of the socio-political system, where education is an inseparable device, a powerful tool to maneuver and manipulate the dynamics. The paper, with its selected theoretical frame by Paulo Freire, discusses a single but important area, i.e. teaching-learning and focuses on the Indian higher education. Through the discussion, it has tried to exfoliate some aspects of the mechanism of how the power is exercised by the oppressor and the oppressed. However, its major finding is that in multilayered and interconnected institutions like universities and colleges, how the oppressed can also become the oppressor in a different but connected context. This chain follows down in spirals and webs of power relations and often creates a stagnant situation, as the underlying principal of domination remain unchanged. Indian higher education also suffers from this, which is taking a complex shape where several stakeholders are playing multiple roles at the same time. However, there are exceptional institutes and extraordinary teachers going beyond of their prescribed way to facilitate critical learning. This paper recognizes their efforts, but chooses to fathom deeper in the gloomier side, which is not always recognizable, complex to analyze and immensely difficult to change.

How to transform this situation to foster critical conscientization is perhaps the most obvious question at this juncture. However, this requires another platform, a series of detailed analysis, which may be based on the above discussion but must be situated in a much broader context helping to learn to perceive social, political and economic contradictions to take action against the '*oppressive elements of reality*' (Freire, 1970: 17).

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(Footnotes)
[1] As a part of the project several classrooms were observed, both undergraduate and postgraduate, from different disciplines and of different higher education institutions across the country. The example of this classroom represents a typical scenario.

Health Related Editorials in Three Hindi Dailies

Mohd Salman Ejaz
S.K.Bhati

Mass Media today play a significant role in the development of any nation as these communicate a message to hundreds and thousands of people within shortest possible time. Usually cost per unit of change is minimum through mass media, in comparison to individual and group approaches. According to William Metz (1977) the functions of mass media are to inform (provide news), to interpret (explain the news), to entertain, to furnish opinion and comments on affairs of public importance and to spread and maintain our national culture. Thus, these are catalyst of educational, social and cultural transformation of society. Among Mass Media, newspapers occupy a key position. It is the cheapest and one of the fast medium. Being written words, they have more source credibility than radio and television. Newspapers excel in informing and interpreting. It reports more in depth and also in greater detail than do the broadcasting media. The printed media, because of their ability to go into more detail and to explain complex issues may have more influence on public opinion than radio and television.

The opinion of the editor or editorial board of a newspaper will often appear in an official statement from the editor(s) called an editorial. Editorials are a newspaper's official stance on specific issues and can cover politics as well as social or cultural issues. They provoke thought, debate and action for the common good and attract the attention of policy makers, stakeholders and others having an interest in the development process of the country.

The editors build arguments- buttressed with facts and reasons – to advocate for or against something, though some good editorials are purely observational. Generally, an editorial writer proposes a stand, which should reflect thorough research and weighing of the facts. A newspaper's editorials have the ability to alter public opinion, bring a topic to the forefront of discussion, or expose something with which the writer does not agree.

Policy deciders take editorials so seriously that they monitor newspapers to avoid missing them. Thus, editorials have the potential to play a significant role to bring out transformation in the society. If the news houses really want to bring change in society, their content must be related to the needs of the masses.

Since, in our country health issues are always a topic of concern, therefore, it becomes obvious that newspaper should pay due attention to this section also. No individual can enjoy the comforts of life without good health. Without good health a

person's personal, professional and social life can suffer. World Health Organization's constitution regards, "the enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being" (WHO, 2012). Apart from being an essential factor for individual's growth and development, health forms the foundation on which the pillars of progress and advancement of a society are laid. Health is indeed an essential requirement for social development and nation building.

A sick person, apart from being a sufferer himself, is a burden on the family, community and the nation. Instead of contributing positively to the progress of the nation, sickness and ill health drains the nation off its resources and add to the disease burden of that society. A healthy person is an asset to the society. Recognizing the importance of health all the societies across the globe are constantly engaged in endeavors and programs that promote health.

It is important that the newspapers pay due coverage to the health related issues. They must not only give sufficient coverage to health news but should also regularly publish health editorials to influence the public opinion. Accordingly this study 'Health Related Editorials in Three Hindi Dailies' was conducted with the following specific objectives:

1.   To decide different content categories and sub categories of Health Related Editorials.

2.   To make a comparative analysis of nature and coverage of health related editorials on the basis of different content categories and sub categories.

Methodology

Selection of Newspapers

Hindi Newspapers were found to have highest circulation in the country. The Hindi newspapers have a circulation of 15.09 million followed by English newspapers having a circulation of 9.09 million (Audit Bureau of circulation, 2012). The three most popular Hindi newspapers in Uttar Pradesh i.e., Dainik Jagran, Hindustan and Amar Ujala were included in the study.

Health of the people is affected by the environment, different health problems appear during different seasons. So, the publication of editorials may also be affected from season to season. Thus, it was decided not to sample a particular period of the year for the study but to include all the issues published in a year. Hence, all the issues of these 3 newspapers i.e., Dainik Jagran, Hindustan and Amar Ujala from 1st January, 2014 to 31st December, 2014 were selected for the study. Newspapers published from Meerut were included for the study.

Selection of Health Editorials

As in the case of selection of newspapers, purpose-wise selection of health editorials was made. The various subject-matter categories and sub-categories of health editorials were assumed as the themes and sub-themes. All editorials with health themes or sub-themes headline were considered as health editorials. The editorials with non-health themes or sub-themes headline having more than 50 % of the space on health theme or sub-theme were also considered as health editorials. Besides having a frequency count of each of the health editorial, the total space devoted under them was also measured in square centimeters.

Unit of Analysis

The unit of analysis for codification and measurement were as follows:
Recording Unit: Entire editorial.
Context Unit: Entire editorial.
Enumeration Unit: Space in sq cms and frequency count.

Categorization

The health editorials were categorized in two ways.

Subject-matter categorization

After browsing through different health editorials of the 3 dailies various subject-matter forms of health editorials were jotted down. Then by doing various permutations and combinations of the subject-matter forms of health, editorial categories and sub-categories were formulated.

Purpose-wise categorization

The editors or the board of editors of the newspapers write editorials with some purpose. After studying the various editorials four types of health editorials were identified on the basis of their intended purpose namely, informative, advisory, achievement and situation.

Finding and Discussion
Distribution of Content in news, advertisements and editorials

During the period under study, i.e, 1st Jan, 2014 to 31st Dec, 2014 each of the three newspaper published 357 issues of newspapers. The distribution of their content in news, advertisements and editorials has been presented in **Table-1**.

S. No.	Content Categories	Amar Ujala Space (cm) %	Hindustan Space (cm) %	Dainik Jagran Space (cm) %	Total Space (cm) %
			Table-1: Distribution of Space under news, advertisements and editorials		
1	News Content	9243530.00(30.39) (64.16)	10856729.18(35.69) (71.97)	10317313.93(33.92) (62.42))	30417573.11(100.00) (66.09)
2	Advertisement	5163778.18(33.10) (35.84)	4225343.67(27.09) (28.01)	6209661.57(39.81) (37.57)	15598783.38(100.00) (33.90)
3	Vacant Space	206.08(3.43) (0.00)	2866.39(47.68) (0.02)	2939.64(48.89) (0.01)	6012.11(100.00) (0.01)
	Total	14407514.26(31.30) (100.00)	15084939.20 (32.78) (100.00)	16529915.14(35.92) (100.00)	46022368.60(100.00) (100.00)
4	Editorial*	145573.21 (1.57)	106425.85 (0.98)	135046.55 (1.31)	387045.61) (1.27)
		*Out of Total News Content			

The Dainik Jagran published the maximum content space, i.e., 16529915.14 sq cm followed by Hindustan 15084939.20 sq cm and Amar Ujala 14407514.26 sq cm. On an average Dainik Jagran published 46302.28 sq cm space per day, Hindustan published 42254.73 sq cm space per day and Amar Ujala published 40357.18 sq cm space per day. Of the total published space of the three newspapers about 66 % was news content and about 34 % were advertisements. Among three newspapers, Hindustan devoted maximum space to the news content, i.e. 71.96 % and least to the advertisements, i.e. 28.04 %, Amar Ujala devoted about 64 % space to the news content and about 36 % to the advertisement, while Dainik Jagran devoted 62.4 % to News Content and 37.57 % to the advertisements. Hindustan seems to be more concerned for providing news content to the readers as it has devoted about 4516 sq cm more space than Amar Ujala and about 1508 sq cm more space than Dainik Jagran. Some space was left vacant in all the three newspapers but it was negligible.

As mentioned in the methodology these three Hindi national dailies had highest circulation. Among the three, Dainik Jagran was most popular as its circulation, i.e, 2,674,304 was highest. Not only its circulation was highest it also seems to be most preferred newspaper by business community as this newspaper devoted maximum space to advertisements. It devoted 1045883.39 sq cm more space than Amar Ujala and 1984317.90 sq cm more space than Hindustan to the advertisements. Its overall published space is also higher than the other two newspapers.

On an average these newspapers devoted 1.27 % space to the editorials. Amar Ujala devoted maximum space to editorials, i.e, 145573.21 sq cm which is 1.57 % of its total news content, followed by Dainik Jagran which devoted 135046.55 Sq cm space to the editorials, i.e, 1.31 % of its total news content while Hindustan devoted 106425.85 sq cm space to the editorials, its editorial space was not even 1 % of its total news content.

Space devoted to health editorials

The details of number of health editorials and space devoted to them by different news papers has been presented in **Table-2**.

Table-2: Number of Health Editorials and space devoted to them					
S.No.	News paper	Total No. of Editorials	Total No. of Health Editorials	Total Editorial Space	Total Health Editorial Space
1	Amar Ujala	309(100.00) (18.83)	5(1.62) (7.69)	145573.21(100.00) (37.61)	1475.25(1.01) (13.00)
2	Hindustan	618(100.00) (37.65)	39(6.31) (60.00)	106425.85(100.00) (27.49)	7208.00(6.77) (63.50)
3	Dainik Jagran	714(100.00) (43.51)	21(2.94) (32.31)	135046.55(100.00) (34.89)	2668.29(1.98) (23.50)
	Total	1641(100.00) (100.00)	65(3.96) (100.00)	387045.61(100.00) (100.00)	11351.54(2.93) (100.00)

During the period under study 1641 editorials were published by these three news papers. Dainik Jagran published maximum number of editorials, i.e, 714, Hindustan published 618 editorials while Amar Ujala published only 309 editorials. Amar Ujala and Hindustan have not been publishing any editorial on Sundays. Dainik Jagran and Hindustan published 2 editorials daily while Amar Ujala published only 1 editorial daily. However, the space devoted by Amar Ujala was more than that of Dainik Jagran and Hindustan as the space per editorial of this newspaper was more than twice than the other two newspapers.

During the period under study these three newspapers published 65 health editorials, i.e, 3.96 % of the total number of editorials published and devoted 2.93 % space to health editorials out of total editorial space. Hindustan published 39 health editorials i.e, 6.31 % of its total number of editorials and devoted them 7208 sq cm space, Dainik Jagran published 21 health editorials, i.e, 2.94 % of its total number of editorials and devoted 2668.29 sq cm space while Amar Ujala published only 5 health editorials, i.e, 1.62 % of its total number of editorials and devoted 1475.25 sq cm space. It is obvious that Hindustan gave maximum importance to Health editorials

followed by Dainik Jagran and least coverage to Health editorials was given by Amar Ujala.

Purpose-wise categorization of health editorials

Four purposes of the health editorials were identified. Some of the editorials were informative, some were advisory, some were highlighting achievements of Government while some were describing situation. The details of purpose wise distribution of health editorials have been present in **Table-3**.

It is evident from the table that most of the editorials were either informative or have been describing the health situation. Maximum space, i.e, 53.22 % of the total health editorial space was occupied by the informative editorials followed by situational editorials (31.73 %), about 11 % of the total health editorial space was provided for the advisory editorials and only about 4 % of the total health editorial space was provided to the editorials pertaining to achievements.

Hindustan gave more importance to the informative editorials. Of the total health editorial space occupied by Informative editorials 90 % was devoted by Hindustan. Of the total situational health editorial space 41.16 % was published by Hindustan, 37.51 % by Dainik Jagran and Amar Ujala published 21.33 % space. Eight editorials were advisory in nature, of these eight, 5

Table-3: Purpose-wise Distribution of Health Editorials

S. No.	Categories	Amar Ujala			Hindustan			Dainik Jagran			Total		
		No.	Space (%)	Rank	No.	Space (%)	Rank	No.	Space (%)	Rank	No.	Space (%)	Rank
1	Information	1	303.75 (5.51)	2	24	4964.00 (90.06)	1	2	244.30 (4.43)	3	27	5512.05 (100.0) (53.22)	1
2	Advisory		0.00		3	527.00 (42.82) (7.31)	3	5	703.75 (57.18) (26.37)	2	8	1230.75 (100.0) (10.82)	3
3	Achievement	1	282.00 (64.38) (19.12)	3		0.00		1	156.00 (35.62) (5.85)	4	2	438.00 (100.0) (4.23)	4
4	Situation	3	889.50 (21.33) (60.29)	1	12	1717.00 (41.16) (23.82)	2	13	1564.24 (37.51) (58.62)	1	28	4170.74 (100.0) (31.73)	2
	Total	5	1475.25 (13.0) (100.00)	3	39	7208.00 (63.50) (100.00)	1	21	2668.29 (23.50) (100.00)	2	65	11351.54 (100.0) (100.00)	

were published by Dainik Jagran while Amar Ujala did not publish an advisory editorial. There were only 2 editorials pertaining the achievement, both were regarding the achievement of government about polio eradication. One was published by Amar Ujala and another by Dainik Jagran.

Subject-matter wise categorization of health editorials

The WHO definition of health envisages three dimensions of health, i.e, physical, mental and social. The physical health implies the notion of absence of diseases or infirmity and perfect functioning of the body. Mental health pertains to mental capacities of an individual his/her abilities to work productively and fruitfully & ability to cope with normal stresses of life. Social health is concerned with the quality and quantity of an individual's interpersonal ties and the extent of involvement with the community (Donald et al, 1978). It implies harmony and integration between individuals and the world in which they live (Cmich, D.E, 1984). The concept of social health is very broad and most of the news editorials may be covered under social health. Handling such a vast number of news editorials would have been a tremendous task. Hence, only the physical and mental health news editorials have been included in this paper. The health editorials have been categorized into physical health, mental health and miscellaneous. The miscellaneous category includes the news editorials that pertain to both physical and mental Health. The details of subject-matter wise categorization has been presented in **Table-4**.

Table-4: Subject-matter-wise categorization of Health Editors

S. No.	Categories	Amar Ujala			Hindustan			Dainik Jagran			Total		
		No.	Space (%)	Rank	No.	Space (%)	Rank	No.	Space (%)	Rank	No.	Space (%)	Rank
1	Physical Health	4	1171.50(14.62) (79.41)	1	30	5342.25(66.69) (74.12)	1	12	1497.25(18.69) (56.11)	1	46	8011.07(100.00) (70.57)	1
2	Mental Health	0	0.00 (0) (0)	3	7	1449.25(100.00) (20.11)	2	0	0.00(0) (0)	3	7	1449.25(100.00) (12.77)	3
3	Health Misc	1	303.75(16.06) (20.59)	2	2	416.50(22.02) (5.78)	3	9	1170.97(61.92) (43.89)	2	12	1891.22(100.00) (16.66)	2
	Total	5	1475.25(13.00) (100.00)	3	39	7208.00(63.50) (100.00)	1	21	2668.22(23.50) (100.00)	2	65	11351.54(100.00) (100.00)	3

Of the 65 health editorials, 46, i.e about 71 % pertains to physical health, 12 editorials, i.e, about 17 % pertains to health miscellaneous and 7 editorials, i.e, about 13 % were on mental health. Of the 46 editorials on physical health 30 were published by Hindustan, 12 by Dainik Jagran and only 4 by Amar Ujala. Space wise also Hindustan devoted maximum space to physical health followed by Dainik Jagran and Amar Ujala. The Dainik Jagran and Amar Ujala did not published any editorial on mental health while Hindustan published 7 editorials on mental health and devoted 20 % of its total health editorial space to mental health. Of the 12 miscellaneous health editorials, 9 were published by Dainik Jagran, 2 by Hindustan and 1 by Amar Ujala. Dainik Jagran devoted about 44 % of its total health editorial space to health miscellaneous.

Sub-categorization of physical health

Editorials on Physical Health were further categorized into sub-categories. Number of editorials and space devoted to sub-categories has been presented in **Table-5**.

S.No.	Categories	Amar Ujala			Hindustan			Dainik Jagran			Total		
		No.	Space (%)	Rank	No.	Space (%)	Rank	No.	Space (%)	Rank	No.	Space (%)	Rank
1	Disease	1	282.00(15.25) (24.07)	3	6	947.75(51.25) (17.74)	1	5	619.60(33.50) (41.38)	1	12	1849.35 (100.00) (23.08)	1
2	Environment	2	585.75(34.75) (50.00)	1	5	748.00(44.38) (14.00)	4	3	351.67(20.87) (23.49)	2	10	1685.42 (100.00) (21.04)	2
3	Nutrition				4	833.00(87.00) (15.59)	3	1	124.50(13.00) (8.31)	5	5	957.50(100.00) (11.95)	4
4	Medical Practices & Techniques	1	303.75(22.23) (25.93)	2	5	935.00(68.44) (17.50)	2	1	127.50(9.33) (8.52)	4	7	1366.25 (100.00) (17.06)	3
5	Health Laws/policy				4	735.25(100.00) (13.76)	5				4	735.25(100.00) (9.18)	5
6	Personal Hygiene				1	199.75(100.00) (3.74)	7				1	199.75(100.00) (2.49)	8
7	Health Administration				2	416.50(100.00) (7.80)	6				2	416.50(100.00) (5.20)	6
8	Substance Abuse				1	110.50(41.27) (2.07)	8	1	157.25(58.73) (10.50)	3	2	267.75(100.00) (3.34)	7
9	New Health Programme							1	116.80(100.00) (7.80)	6	1	116.80(100.00) (1.46)	9
10	Health Promotion				2	416.50(100.00) (7.80)	6				2	416.50(100.00) (5.20)	6
	Total	4	1171.50(14.62) (100.00)	3	30	5342.25(66.69) (100.00)	1	12	1497.25(18.69) (100.00)	2	46	8011.07 (100.00) (100.00)	

Of the 46 physical health editorials, 12 were on diseases, 10 on environment, 7 on medical practices and techniques, 5 on nutrition, 4 on health laws/policies while only 1 or 2 editorials were on some other categories. Maximum space was also devoted to the diseases followed by environment, medical practices and technics, nutrition, health laws/policies while least space was devoted to the sub category new health programme.

Amar Ujala published only 4 editorials on physical health, 2 on environment and 1 on disease and1 on medical practices and techniques. Of the 12 editorials published by Dainik Jagran, 8 were on diseases and environment and of the 30 editorials published by Hindustan, 11 were on disease and environment. It seems that these two categories have been given maximum importance by the editors of the news papers. The editor of the Hindustan has also given importance to the sub-category medical practices and techniques, nutrition and health laws/policies as Hindustan have published 5, 4 and 4 editorials on these sub-categories respectively.

Sub-categories of Mental Health

The details of sub-categories of mental health has been presented in **Table-6**.

S. No.	Categories	Amar Ujala			Hindustan			Dainik Jagran			Total		
		No.	Space (%)	Rank	No.	Space (%)	Rank	No.	Space (%)	Rank	No.	Space (%)	Rank
1	Mental Health Promotion		0.00(0.00) (0.00)		4	824.5(100.00) (56.89)	1		0.00(0.00) (0.00)		4	824.5(100.00) (56.89)	1
2	Stress & Mental Health		0.00(0.00)		2	416.5(100.00) (28.73)	2		0.00(0.00)		2	416.5(100.00) (28.73)	2
3	Mental Health Research		(0.00)		1	208.25(100.00) (14.36)	3		(0.00)		1	208.25(100.00) (14.36)	3
	Total		0.00(0.00)		7	1449.25(100.00) (100.00)	1		0.00(0.00)		7	1449.25(100.00) (100.00)	

Table-6: Space under sub-categories of Mental Health

The Table shows that of the seven mental health editorials published by Hindustan, 4 were on mental health promotion, 2 were on stress and mental health and 1 on mental health research. Of the total mental health editorial space, mental health promotion was devoted 57%, stress and mental health was devoted about 29% and mental health research was devoted about 14% space.

Sub-categories of Miscellaneous

The details of sub-categories of Health Miscellaneous, that includes both physical and mental health, have been presented in the **Table-7**.

S. No.	Categories	Amar Ujala			Hindustan			Dainik Jagran			Total		
		No.	Space (%)	Rank	No.	Space (%)	Rank	No.	Space (%)	Rank	No.	Space (%)	Rank
1	Health Education							1	127.50(100.00) (10.89)	4	1	127.50(100.00) (6.74)	6
2	Health Information Sources (Wikipedia)				1	208.25(100.00) (50.00)	1				1	208.25(100.00) (11.01)	5
3	Law	1	303.75(100.00) (100.00)	1							1	303.75(100.00) (16.06)	3
4	Cleanliness & Mental Health				1	208.28(100.00) (50.00)	1				1	208.25(100.00) (11.01)	5
5	Indiscipline Doctors							3	425.00(100.00) (36.29)	1	3	425.00(100.00) (22.47)	1
6	Cost & Availability of Medicines							2	247.85(100.00) (21.17)	3	2	247.85(100.00) (13.11)	4
7	Poor Health Administration							3	370.62(100.00) (31.65)	2	3	370.62(100.00) (19.60)	2
	Total	1	303.75(16.06) (100.00)	3	2	416.50(22.02) (100.00)	2	9	1170.97(61.92) (100.00)	1	12	1891.22(100.00) (100.00)	

Table-7: Space under sub-categories Health Miscellaneous

The table shows that maximum health miscellaneous editorials were published by Dainik Jagran. It published 9 health miscellaneous editorials, 3 on indiscipline of doctors covering about 36 % of total Health Miscellaneous space in Dainik Jagran, 3 editorials were on poor health administration and 2 on cost & availability of medicines. Hindustan published 2 editorials on health miscellaneous one pertains to health information sources while another was on cleanliness & mental health. Amar Ujala published only 1 health miscellaneous editorial and that was on health laws.

Summary and Conclusion

On an average these newspapers devoted 66 % of the printed space to the news content and 34 % to advertisements. Dainik Jagran does not only has highest circulation but also seems to be the most preferred newspaper by business community as this newspaper devoted maximum space among the three to advertisements. Hindustan devoted more space to news content in comparison to other two newspapers. On an average these newspapers devoted 1.27 % space to editorials. Amar Ujala devoted more space to editorial in comparison to Dainik Jagran and Hindustan. Of the total space devoted to editorials only about 3 % was on health editorials. Hindustan gave maximum importance to health editorials. It devoted about 7 % editorial space to health editorials. Dainik Jagarn and Amar Ujala should also devote more space to health editorials atleast as much as has been devoted by Hindustan if not more. Most of the editorials were either informative or have been describing the health situation. Advisory or Achievement pertaining editorials were very few. About 71 % of the health editorials space was devoted to physical health and only 13 % to mental health. Of the physical health editorial space maximum was devoted to diseases followed by environment, medical practices and techniques and nutrition. Very less space was devoted to new health programme, personal hygiene, health promotion and substance abuse. Of the 12 health miscellaneous editorials 3 pertains to indiscipline of doctors and 3 to poor health administration.

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Life Skills Education and Effective Ways of Teaching and Learning

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Life skills education has great relevance to school children and adolescents in modern society as they face many conflicting and risky situations in society. They need to be equipped with knowledge and skills required to handle problem situations. Hence, life skills education (LSE) was formulated to impart skills to students. The ten core life skills to be imparted, as laid down by the World Health Organization (WHO), are Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem solving, Effective communication, Interpersonal relationship Coping with stress and Managing emotions. The programme has different components and one of the important components is teaching methodology. The success of the programme depends on how effectively the life skills are taught to students. In this context, it is necessary to examine present day classroom system. The present system focuses more on teaching and less on learning. Teaching is teacher oriented and learning is student oriented. Similarly, teachers are more active and students are more passive in class room. Teachers usually follow single mode of instruction i.e. lecture method and this does not suit to the learning styles of different students. It is a fact that students learn in different ways and every student has his/her own learning style. Therefore, the single mode of instruction makes learning a dull and monotonous activity. It is more likely that the same methodology would be followed in life skills education also. This trend has to be changed in favor of multi-sensory approach to make learning more effective and to facilitate active participation of students. Hence, three models or theories, namely Gardner's theory of Multiple Intelligences, Social Learning Theory of Bandura and Visual-Auditory Kinesthetic Model are discussed in this paper. Multiple intelligence approach explains teaching activities of teachers in a classroom and social learning approach to learning of students both inside and outside the classroom. The strategies discussed help teachers and students to teach and learn life skills effectively. Multiple ways of teaching and matching the teaching style with leaning style enhances retention levels of students.

Key Concepts of Life Skills

Before discussing the ways of teaching and learning life skills, it is necessary to have an understanding of key concepts of life skills education. World Health Organization (WHO), conceptualizing life skills as psychological competences, defined them as' the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life'. While the term 'adaptive' indicates flexibility and adjustment to different situations, the term 'positive' denotes forward looking or hope even in adverse situations. WHO has identified 10

core life skills and these core skills can be broadly categorized into three groups, namely social skills, cognitive/thinking skills and emotional/coping skills. While social skills include interpersonal skills, communication skills and empathy skills; cognitive skills include decision making skills, problem-solving skills, critical thinking skills and creative thinking skills and the emotional/coping skills are self-awareness skills, coping with stress and coping with emotions. A brief description of ten core life skills is presented below:

1. **Self-awareness**: It indicates the knowledge of one's strengths and weaknesses, likes and dislikes. It facilitates effective communication, better handling of human relations, empathetic understanding etc.
2. **Empathy**: It is an ability to understand and care about others' needs, desires and feelings. Understanding ourselves and others improves social relations and helps to accept others in spite of differences.
3. **Critical thinking**: It refers to individuals' ability to analyze information and experience in an objective manner. It helps people to understand the influence of others – peer pressure, media etc – on human behavior and enable them to take informed decisions.
4. **Creative thinking**: Creative thinking involves four components – fluency, flexibility, originality and elaboration. Fluency is generating new ideas, flexibility denotes shifting perspectives easily, originality indicates conceiving of something new and building on other ideas is elaboration.
5. **Decision making**: It involves taking decisions about one's life or actions in relation to healthy assessment of different options and consequences of different decisions.
6. **Problem solving**: It is the ability to deal with problems constructively. Unresolved problems can cause mental stress and physical strain.
7. **Interpersonal relationships**: It refers to making and maintaining cordial relationships with people – family members, friends, relatives, colleagues etc. Good relationships are important to our mental and social well-being and it is also a source of social support.
8. **Effective communication**: It refers to ability to express, both verbally and non-verbally, opinions, desires and needs in ways that are appropriate to the situations. It is also an ability to seek advice and help from others. The quality of human relationships depends on how effectively individuals communicate.
9. **Coping with stress**: It implies the ability to recognize the sources of stress and the impact of stress on body. It also involves stress management practices i.e. changing the life style, relaxation etc.
10. **Coping with emotions**: It is the ability to recognize emotions of one self and others and to respond to emotions in an appropriate manner. It also involves awareness of impact of negative emotions like anger or sadness on health.

In sum, life skills include psychological and sociological competences that help people build healthy relationships, communicate effectively, make informed decisions, solve problems, think creatively and critically, empathize with others, coping with stress, and manage their life in a healthy and productive manner. Research studies also indicated the impact of life skills education on human behavior. The effects are: lessened violent behavior, increased pro-social behavior, decreased self destructive behavior, improved self-image, better handling of interpersonal relations, improved social and emotional adjustment. Further, the foundation of life skills education is based on different theories which explain that individuals learn what to do and how to act by observing others; that their behavior is reinforced by the positive or negative outcome of observations, and that individuals learn in multiple ways.

Multiple Intelligences

Howard Gardner, proponent of multiple intelligence theory, remarked that present "educational system is heavily biased towards linguistic modes of instruction and to somewhat lesser degree, toward logical-quantitative modes." He argued that the "broad spectrum of students and perhaps the society as a whole would be better served if disciplines could be presented in a number of ways". The theory of multiple intelligences developed by Gardner (Frames of Mind, 1983) has educational implications including life skills education. Hence, there is a need to discuss briefly the main features of the theory. He argued that intelligence is not just one type of ability but a mixture of several abilities. Gardner identified, initially, seven intelligences and they are Verbal/linguistic intelligence, Logical/mathematical intelligence, Visual/spatial intelligence, Body/kinesthetic intelligence, Musical/rhythmic intelligence, Interpersonal intelligence and Intrapersonal intelligence. Subsequently, he has indentified another intelligence i.e. naturalistic intelligence. A brief description of these intelligences is presented below:

• **Verbal/Linguistic Intelligence (Word smart)**: This is concerned with language, reading, writing and speaking. This is the ability to use language to express oneself rhetorically and a means to remember information. Students of high linguistic intelligence would learn better by reading, listening to lectures, taking notes and discussing. Gardner believed that poets, writers, speakers, lawyers and journalists would be higher in this intelligence.

• **Logical/Mathematical Intelligence (Number-reasoning smart)**: Persons who are strong in this intelligence solve problems quickly, analyze them logically and excel in mathematics, chess, computer programming etc. They think scientifically and ask more questions.

• **Visual/Spatial Intelligence (Picture smart)**: It involves visual perceptions, imagination, clear images and spatial judgment. Individuals of this category enjoy pictures, movies etc.

• **Body/kinesthetic Intelligence (Body smart)**: It involves physical coordination and body movement. Persons of this intelligence learn better through physical activities or muscular movement rather than reading or hearing about it.

• **Musical/rhythmic Intelligence (Music smart)**: It refers to ability to perform, compose and appreciate music. It involves understanding and expressing oneself through music and rhythmic movements. It includes sensitivity to rhythms, tones, pitch, melody etc.

• **Interpersonal Intelligence (People smart)**: It involves a person's ability to understand other people's intentions, desires. It involves working and moving with others comfortably. Persons of this intelligence communicate well and empathize easily with others. They may be characterized as extroverts.

• **Intrapersonal Intelligence (Self smart)**: It refers to self-awareness and it involves individuals' ability to understand their inner thoughts and feelings including introspective, self reflective capacities. These persons may be characterized as introverts.

• **Naturalist Intelligence (Nature smart)**: It involves understanding the nature – plants, animals etc., recognizing their characteristics and categorizing them. It also includes one's natural surroundings. They like cloud watching and bird watching.

Educational Implications

The theory argues that all human beings are born with eight intelligences, but they are developed to different degrees in each person. He believed that every person is strong in two or three intelligences. The type of intelligence that a person possesses indicates not only a person's capability, but also the manner or method in which they prefer to learn. For example, a person who is strong musically and weak numerically will be more comfortable to learn numerical skills through music. Similarly, the theory suggested several ways in which material could be presented to facilitate effective learning. It applies to teachers of all levels from K.G to P.G. For example, if an adolescent is learning decision making skills or problem solving skills, he/she can read a book or listen to a lecture (linguistic), examine graphic chart that illustrates the principles of decision making (visual/spatial) or introduce the theme through a song or music. Similarly, students can observe how the parents or role models take decisions and learn the skills. Gardner's theory explains that students possess different intelligences and therefore learn, remember, perform and understand in different ways. As the theory has strong educational implications, it attracted the attention of many educational institutions around the world. In India also, many big and popular national and international schools are proudly stating in their publicity campaigns or advertisements that their teaching methodology is based on multiple intelligences. This signifies the popularity of the theory. One of the remarkable features of the theory is that it provides eight different potential path ways to learning. The

principles of the theory enable the teachers to meet the emotional needs of students as it is a personalized and diversified instructional plan. According to Tomlinson (2003), students whose emotions are attended to are more engaged in the learning process.

Teaching/Learning Activities based on Multiple Intelligences

The theory of multiple intelligences provides opportunities for teachers to plan and devise different activities for classroom teaching and to engage students actively in teaching learning process. This approach optimizes the learning of students as the teaching activity is planned in correspondence with their learning styles/ intelligences. Following are some of the teaching/learning activities to impart life skills to students.

• **Verbal/Linguistic**: Students who are strong in this intelligence can be taught through activities like reading, writing, lectures, discussions, debates, storytelling, word games, reading aloud. They can learn foreign languages easily as they have high verbal memory. Careers like lawyers, teachers, writers, journalists and politicians are suitable for these people.

• **Logical/mathematical**: For students of this intelligence, teachers can ask students to arrange things in logical sequence, categorize the list of words; make an outline of a lesson. They prefer: experiments, problem solving, analyzing, classifying, sequencing, logic games, reasoning and calculating activities. Suitable careers for these persons are: scientists, mathematicians, engineers, researchers etc.

• **Visual/spatial**: Visual learners prefer activities like drawing, painting, mind mapping, visualizing, note making, visual puzzles etc. Teachers can teach through flash cards, diagrams, charts, pictures, slides, power point, video etc. Suitable jobs include designers, architects, artists, engineers, photographers etc.

• **Body/kinesthetic**: Students can be taught through physical activities, hands on learning, role play, drama, games, craft work, field trips etc. Create opportunities for movement, changing the seats/places, taking a break etc. The careers like sports, dancers, actors, surgeons, soldiers, police officers etc. are suitable for these individuals.

• **Musical/rhythmic**: Life skills can be imparted to students through songs, rhymes, poems. They like rhythmic speaking of teachers. Lecture method can also used as musical intelligence involves auditory component. Musically intelligent people prefer jobs like singers, instrumentalists, composers etc.

• **Interpersonal**: Students who are strong in interpersonal intelligence enjoy group activities like group discussion, debates, group study, seminars, participation in

club activities, peer teaching etc. Suitable jobs include marketing jobs, politicians, teachers, social workers, managers etc.

• **Intrapersonal**: These students like independent study, inspirational books, quotations, and activities involving thinking. They avoid group activities and they prefer to study alone. Suitable professions are philosophers, psychologists, writers.

• **Naturalist**: Naturalist students like reading outside, visiting the park and zoo etc. Use plants and animals as examples and tell stories of animals to teach life skills (ex. Panchtantra) suitable jobs include forest officers, gardeners, farmers etc.

The VAK Model (Visual, Auditory, Kinesthetic Learning Style Model)

The VAK model was first developed by psychologists and educationists like Fernald, Keller, Orton and Gillinhan during 1920s. It is a simple and traditional model to understand and explain students' preferred ways to learn or styles of learning. The VAK model is similar to the theory of M.I but it constitutes only three components i.e. visual, auditory and kinesthetic. It is also recognized as a multi-sensory approach to teaching and learning. According to this model there are three categories of learners – auditory learners, visual learners, and kinesthetic learners. The characteristics of these learners are presented briefly.

Auditory Learners
- They prefer listening to a lecture than reading a book
- They follow oral instructions better than written ones
- They enjoy talking to others/discussion
- They seldom take notes
- They frequently sing, hum or whistle
- They often repeat what has been said, talks to self
- Understand better when they read aloud

Visual Learners
- They learn best from visuals- Charts, posters etc.
- They follow written instructions better than oral ones
- They are skillful at making graphs, charts etc.
- They like to take notes
- They are not comfortable with lectures
- Watch speakers facial expressions and body language

Kinaesthetic Learners

- They prefer to do things rather than watching a demonstration
- They learn through movement.
- They enjoy making things with hands
- They constantly fidget (playing with keys, pens etc)

- They often doodle while listening
- They learn by doing i.e. physical activities
- They like touching/handling the materials

Students can also be taught life skills by using this model. Teaching and learning activities need to be designed in accordance with the characteristics of students. While auditory learners respond well to lectures, visual learners respond better to pictures, charts and kinesthetic learners prefer physical activities, frequent breaks and movement. Teachers may identify the learning styles of students and develop instructional designs accordingly.

Social Learning/Observational Learning

Another theory that has much relevance to life skills education is social learning theory developed by Albert Bandura (1997). It emphasizes the importance of observational learning and modeling. He argued that learning is not limited to reinforcement i.e. rewards and punishment. He said that individuals learn by observing, reading or hearing about other people's behavior. Following are the assumptions of observational learning:

(i)   People learn by observing others
(ii) Learning is internal
(iii) Learning is goal directed behaviour

By observing others, people acquire knowledge, skills and attitudes. Individuals also learn about usefulness and appropriateness of behaviours by observing models (persons) and also the consequences of such modelled behaviour.

Modelling

Albert Bandura, an American Psychologist, developed the concept of modelling or models. Individuals that are observed are called models. In society, children are surrounded by many influential models such as parents within the family, characters on T.V or books, teachers in schools and friends in peer group. These models provide examples of behaviour to observe and imitate. Children pay attention to see how these people (models) behave in different situations and encode their behaviour. In course of time they may imitate the behaviour they have observed. They talk and act in the same way as models did.

Facilitating factors

The characteristics of models are important factors in determining the degree to which individuals pay attention to the model. The response of the individuals or learners to the modelling behaviour is largely facilitated by three factors:

(i)   The attributes of the model such as relevance and credibility
(ii)   The prestige or status of the model
(iii)   Satisfaction with the present situation or positive characteristics of the situation where the behaviour is being modelled

Types of models
      Albert Bandura identified different models:
(i)   Live model
(ii)   Symbolic model
(iii)   Verbal model

Live Model: It involves a real person practicing the desired behavior and observation by others (ex. students) directly. For example, children observe directly and imitate the behavior of parents. Children are surrounded by many influential models – parents, teachers and peer group leaders. To impart life skills to children, parents may exhibit desired behavior i.e. life skills in real life situations. Similarly, teachers may do the same in schools. This model doesn't require formal teaching of life skills in a classroom setting.

Symbolic model: This model involves fictional or real characters. It presents the life skills or desired behavior indirectly through films, T.V, books etc. It is an indirect communication. It includes imitating the behaviors displayed by characters in books, plays, movies or T.V. Students may be encouraged to read biographies of great people like Mahatma Gandhi and Swami Vivekananda. Similarly, other channels like T.V, radio, films may also be used to depict life histories of great leaders or fictitious stories. Film heroes/heroines will also be role models for students.

Verbal model: This is also called social persuasion. This model characterizes verbal description of desired behavior or life skills by speakers. Meetings may be organized in school/college campuses and life skills can be explained through motivational speakers, experts or celebrities. Parents can also impart life skills through storytelling, quotations and success stories occurred in real life situations. Parental involvement is a simple and no-cost intervention. This exercise can be made a part of their daily life

Conditions for Effective Modeling

      Different steps are involved in observational learning or modeling. The steps are: attention, retention, reproduction and motivation. These conditions are required for effective modeling. Following is a brief description of facilitating factors of observational learning.

Attention: To learn, one has to pay attention and it is determined by different factors – characteristics of observer (interest, belief) and model (status, respect, credibility etc.) - and functional value of message.

Retention: Remembering what is attended to. This can be ensured by repetition, rehearsal, images, clarity and multiple ways of presentation. This is also influenced by the characteristics of the observer and model.

Reproduction: It depends on cognitive and physical abilities to perform the behavior of the model. Mastery in skills to imitate the behavior is required.

Motivation: It refers to will to perform the behavior. If the observer i.e. student feels that the matter is important, rewarding and useful, he/she will imitate.

According to Bandura (1997), when people mentally rehearse or actually perform modeled response patterns, they are less likely to forget them than if they neither think about them nor practice what they have seen.

Principles of observational learning

- Learning will be high if the observed behavior is first rehearsed symbolically and then enacting overtly. Coding the message into words and images facilitates retention than simply observing.
- Individuals are more likely to acquire and practice life skills if the outcome's value is high or if the skill is more beneficial to the observer.
- People are more likely to adopt modeled behavior if the model is similar to the observer. For example, boys are more likely to follow the behavior of another boy or male role models and not the behavior of girls.
- The more an observer likes or respects the model, the more likely they are to replicate model' behavior. Awareness generation among students by the people of respect will be more effective.

Parent-Teacher Meetings

In many schools there is a practice of conducting pare-teacher meetings. These meetings are also appropriate forums for creating awareness about life skills education among parents. As parents are effective change agents, special orientation programmes may also be organized by the school management. Parents, in turn, may practice and impart life skills to children.

Summary

Methodology of imparting life skills is a crucial component of life skills education programme as the success depends on teaching techniques. There are different ways of teaching life skills and single mode of instruction is not effective. For efficient learning, information has to be presented in multiple ways. Howard Gardner, proponent of Multiple Intelligence Theory, stated that the broad spectrum of students and perhaps the society as a whole would be better served if disciplines could be presented in a

number of ways. He has also explained that students possess different intelligences and therefore learn, remember, perform and understand in different ways. He identified eight intelligences, namely Verbal/linguistic intelligence, Logical/mathematical intelligence, Visual/spatial intelligence, Body/kinesthetic intelligence, Musical/rhythmic intelligence, Interpersonal intelligence, Intrapersonal intelligence, and Naturalist intelligence. He stated that every intelligence or talent is a learning style. Similarly, social learning theory developed by Albert Bandura has much relevance to life skills education programme. Students can acquire knowledge, skills and attitudes through observational learning or modeling. He has identified different models like live model, symbolic model and verbal model. Effective modeling or learning depends on four factors - attention, retention, reproduction and motivation. Modeling approach can also be used to teach life skills to students. The VAK model has three components – auditory learning, visual learning and kinesthetic learning. Multiple ways of teaching coupled with the presentation of information in accordance with the learning styles of learners facilitates effective learning of life skills. .

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Experience of Teaching and Living at Julius Maximilian University

S.Y.Shah

I had the privilege of being invited twice as a DAAD (German Academic Exchange Service) Visiting Professor to teach the Master's students of Julius Maximilian University, Wurzburg, one of the oldest and reputed universities in Germany. The visit materialized mainly due to the initiative taken by Professor Regina Egetenmeyer, who is deeply interested in promoting internationalization. With the support of DAAD and the India Centre at Wurzburg, she has been quite successful in promoting cooperation between India and Germany.

During my visit in November 2016, I designed and taught the course *International Networks and Organizations in Adult and Lifelong Learning*. During my earlier visit of three months duration, I designed and taught three courses namely *International Perspectives on Adult and Lifelong Learning, Global Perspectives on Innovations in Adult Education* and *Asian Perspectives on Participatory Lifelong Learning and Information and Communication Technologies*. I noticed that universities in Germany prefer to use the term seminar in place of course.

From the beginning, I could feel that the entire teaching -learning process is planned in a professional manner at the J.M. University. Unlike India, where some broad topics and a reading list is given for different courses, in Germany the learning outcome for each seminar is spelt out so that the students could know in advance how they would be benefitted from the seminar. The schedule of lecture is prepared in advance specifying the topic of different lectures, date, time and classroom where the lecture would be held. All these details and materials related to the seminar are uploaded on the university website three months in advance so that the students could decide about the choice of seminar depending on their interest and convenience. A brief CV and the photo of the teacher are also given so that the students get to know the academic background of the teacher. Questions related to the course can be asked in the question-forum on the university website.

Each seminar comprises of 12-16 lectures of two hours each per week. Since I had offered three seminars during the three months, the classes were held every alternate day. Sometimes, two lectures are held in continuity depending on the convenience of students who are generally employed.

Instead of following the traditional method of lectures, I had negotiated the transaction of curriculum with the students with a view to seeking their opinion. All of them did not want long lectures which they considered to be monotonous. As per discussion, the following methodology was adopted to teach the topics - after I

introduced the topic with the help of power points for about 30-40 minutes,   the students were given 15-20 minutes to read some basic reading material comprising of not more than 10 pages already uploaded on the website so that they could get more clarity and I could be sure that the students have read some basic text in the class. This was followed by a relevant video presentation where an expert in the field would discuss some aspects connected with the topic. While the written matter introduced the students to the scholarly publication, the video familiarised the students with the experts in the field and gave them an opportunity to see and listen to them. This was followed by group discussion where 4-5 students formed a group and discussed various issues identified in the topics. This was done to enable the students practice peer group discussion and working in a group. Subsequently, group reports were presented and followed by open discussion in the class. Since all the students had laptop with them and classrooms had Wi-Fi and technologically well equipped, teaching-learning process was very smooth. During the last ten minutes students were asked to write down the main points covered in the topic based on recapitulation. After the class, the students could refer other reading materials available in the library and prepare detailed notes .As a teacher , I intervened whenever necessary and helped the students acquire relevant knowledge and in the process helped them develop different competencies of listening , reading, writing ,discussion, working in groups, and presentation during the session. The students   appreciated this methodology and reported that it helped them derive maximum benefits within two hours of attending a session in an interesting and participatory manner. Examination was based on the submission of 15-20 pages essay on a topic selected in consultation with the teacher. The students are given detailed guidelines on writing the essay and its evaluation. Each student   is required to submit a certificate of self-declaration that the essay is self-written and not plagiarised. The assignment is uploaded on the university website.

I had introduced book review as an important assignment to enable the students develop the competency of critical reading and reflection and make sure that they are familiar with atleast two recent publications related to the seminar. I selected the two recent publications of the UNESCO –viz. *Global Report on Adult Learning and Education* and *Rethinking Education* which are rated highly by scholars in the field of lifelong learning. Although all the students submitted the reviews, I found the reviews written by two students worth publishing and accordingly forwarded them for publication in the *Indian Journal of Adult Education*. I have noticed that the students were regular in attending lectures and came well prepared.Since they were employed and self supporting ,they were very   serious and committed to studies. I never saw them in a hurry to leave the classroom .

I was quite happy to see the involvement of students in administrative work. The maintenance of attendance sheet and providing technical support to the teacher was entrusted to one of the students who is employed on part time basis by the university. One of the striking features of German university system is a very lean administration.

In Germany the Head of the Department is assisted by two or three students who work on hourly basis attending to several administrative tasks. In some of the Departments of the university, there is only a part time Secretary to manage the office work unlike India where the Head of the Department is assisted by two or three full time staff members.

Field Visit to the UNESCO Institute of Adult and Lifelong Learning (UIL), Hamburg was   an interesting aspect of the seminar on *International Networks and Organizations on Adult and Lifelong Learning.* Since the students had already learnt about the role of the UIL, the field visit was aimed at providing them   an opportunity to observe its functioning and role in the promotion of lifelong learning and to meet the specialists working at UIL. Students spent a whole day at the Institute listening to presentations by the faculty members on various ongoing programmes and research projects .Students also got a chance to visit the UIL library and Documentation Centre and browse through recent publications. They were also briefed about the UIL scholarships, provision of internship and other research facilities. Subsequently, two students applied and received scholarship. The visit in fact helped the students establish personal contact with some of the staff members of the UIL. During the visit some of the students could also visit the Ethnology Museum located adjacent to the UIL.

The experience of teaching at the Julius Maximilian University not only enriched me professionally but also personally. The opportunity provided me a chance to interact with   the students and academics from Germany and other European countries and experience the campus life, familiarise with German culture and taste local cuisine. A visit to Christmas market in the company of the Head of the Department -Professor Regina and the staff and students and tasting hot wine was memorable. It was a pleasant surprise to meet Professor Bruckner, Head of the India Centre who not only spoke chaste Hindi but also organised the Deepavali festival.

The university has an excellent guest house in the city. Since the room had a high speed internet connection, I could work uninterruptedly and stay connected with friends. I enjoyed my stay on the twelfth floor room of the guest house which provided a breath taking view of Wurzburg and the historic monuments, cathedrals, chapels and the sprawling wine yard. Wurzburg being the capital of the German wine region Franconia, it was not surprising that the university owns vineyard which produces high quality wine sold at the university store.   Although some of my friends who had been to Wurzburg told me that I may have problem with food, I did not face any issue as the Mensa (university cafeteria) served wide variety of high quality food at a nominal charge. I observed that the Mensa gave further discounts to the students and teachers. Although I visited most of the restaurants in the city, I really liked the Cafeteria on the top floor of Galleria Mall which had a buffet serving a wide variety of vegetarian and non-vegetarian food, delicious pastries and variety of beverages. I was quite surprised to know that a small place like Wurzburg has three Indian restaurants and whenever I visited, I found a lot of local people enjoying food. It

seems that Germans have developed a taste for Indian cuisine. While the quality of food was quite good, it was modified to appeal to European taste by making it less spicy and oily.

Being a small place one could walk around the city visiting several historic monuments like the Marienberg Fortress, Princes' Building, Hofgarten - Wurzburg Court Gardens, Wurzburg Residenz, Museums and churches and leisurely stroll on the banks of the Main river or sip wine on the old Main Bridge which seems to be the most sought after meeting place for many. Some of the cathedrals have special prayer rooms in the basement where one could pray or meditate. The serene atmosphere in the elegant churches provided a peaceful place and time for reflection. Although I regularly visited in most of the churches for meditation, I felt special vibrations in Kappele Würzburg which is a picturesque chapel located on a hill top and known as a pilgrimage centre because of its healing powers.

Since I had free weekends and Christmas holidays, I travelled extensively in Germany by purchasing the German Railway Pass available for non-Germans at a highly subsidised rate. As suggested by a student, I travelled to Rome and spent the Christmas day at the main church where Pope delivers Christmas sermon. I also visited Prague which is a historic place bustling with tourists. Since I travelled by bus from Prague to Wurzburg, I could see the beautiful countryside and on the way, had a stopover at Nuremberg, another historic place worth visiting near Wurzburg.

Although most of the local people understood English, the taxi drivers were not conversant in English and hence I always showed a slip on which the address of the place where I wanted to go is written so that they had no difficulty in understanding. The availability of bus near the guest house made my travel to university very comfortable. Travelling around the city was no problem because of the availability of Tram which invariably was on time as mentioned in the time table. With a monthly pass one could travel around the city. Hardly the pass was checked by the driver or anybody. During my three months stay, I never saw any inspector checking the pass. Honesty and punctuality seems to be an integral part of German culture. Though a new place, I felt quite safe walking around the city even late night unlike many cities where one may not dare to go out at late hours. I found Wurzburg to be very safe, beautiful and clean city.

Following are the details of the three seminars:

Seminar-1

International Networks and Organizations in Adult and Lifelong Learning: Aims, Main topics and Learning outcomes

The course aims at providing an overview of important international organizations and networks in the field of adult and lifelong learning in different countries focusing

on their programs, researches and publications. A brief discussion on theoretical perspectives covering different theories of globalization and the emergence of knowledge society will help the students analyze the functioning of different global networks and develop a comparative perspective. The course would also discuss selected innovative projects undertaken by these organizations with a view to motivating the students to undertake comparative studies and learning from other countries and cultures. It is expected that the course would not only help the students to acquire a broader global perspective on the developments in the field of adult and lifelong learning but also motivate some of them to undertake further studies related to these organizations. An important part of this course will be a field visit to the UNESCO Institute for Lifelong Learning (UIL) in Hamburg with a view to familiarizing the students with actual functioning and programs of the Institute and providing them an opportunity to personally meet and discuss with specialist working on different country projects and explore the possibilities of internship at the UIL.

I have found that the students in Germany were regular in attending lectures and came in time and well prepared. Since they were employed and self-supporting, they were very serious and committed to studies. They were never in a hurry to leave the classroom after the lecture

Main topics

A.   Theoretical Perspective on the Study of Global Organizations & Networks - discourse on cultural theories of globalization.

B.   Networks & Organizations having primary interest in Adult & Lifelong Learning

(i)   Adult Learning Documentation and Information Network (ALADIN) of the UNESCO Institute for Lifelong Learning;
(ii)   The International Council for Adult Education (ICAE);
(iii)   The ASEM Education and Research Hub for Lifelong Learning;
(iv)   European Society for Research in Education of Adults (ESREA);
(v)   World Literacy of Canada.
(vi)   Institute for international cooperation of the German Adult Education Association. (IIZ/DVV).
(vii)   European Association for the Education of Adults (EAEA).
(viii)   The Asian South Pacific Association of Basic Education (ASPBAE)

C.   Networks &Organizations having limited interest in Lifelong Learning

(ix)   OECD
(x)   UNESCO
(xi)   WORLD BANK
(xii)   ACTION AID
(xiii)   Commonwealth Foundation

(xiv)   Commonwealth of Learning

Note: Each of the above networks/organizations will be discussed in terms of their objectives, programs, researches, publications and role.

D.   Field visit to the UNESCO Institute for Lifelong Learning, Hamburg.

E.   Reflections on field visit.

Learning outcome

    It is expected that at the end of the course, the students will be able to:

- acquire knowledge and understanding about the programs of different international organizations and networks;
- analyze selected activities of international networks in the light of globalization theories;
- identify areas of further study and research ;
- explore the possibilities of future association with some of the institutions and develop a global perspective on adult and lifelong learning;

Seminar - 2

Global Perspectives on Innovations in Adult Education: Aims, Main topics and Learning outcomes.

    This seminar aims at providing an analytical framework for the study of innovations in adult education. Promoting creativity and incentivizing innovations through our educational institutions is a first step towards broadening and deepening the impact of innovations in our society and economy. Diffusion of Innovations offers valuable insights into the process of social change: What qualities make an innovation spread successfully? Why do certain innovations spread more quickly than others? And why do others fail? The course will not only help the students understand the discourse on innovation and change but also develop an analytical insights into various dimensions with reference to selected case studies from the regions of Asia, Arabia ,Africa, Latin America , Europe and North America.

Main topics

A.   Innovation theory & diffusion of innovations.
B.   Concept of Innovation& Empirical Models.
C.   Discourse on innovations.
D.   Role of technology in innovations.
E.   Challenges of adoption of innovations.

F.   Selected case studies of innovations in adult education from different regions of Asia, Arabia, Africa, Latin America, Europe and North America.

Learning outcome

After the course, the students are expected to:

▪   have an understanding of innovation, selected innovative programmes of adult and lifelong learning in different countries;
▪   develop comparative perspectives on adult education in Europe, Africa, Arabia, Asia, Latin America and North America.
▪   draw insights to evolve new strategies towards tackling the problem of illiteracy in Germany

Seminar-3

Asian Perspectives on Participatory Lifelong Learning and Information and Communication Technologies

This course aims at providing an introduction to those students who are interested in having a non-European perspective on adult and lifelong learning policies and programmes with a special focus on a developing country in Asia—India. As a prelude to discussing different themes, the course will cover brief discussion on theories of social change and development discourse. This may help students understand the dynamics of social transformation through educational interventions.

Main topics

A.   Theories of social change
B.   Development discourse
C.   Definitions, terminologies & basic concepts related to literacy, adult education, lifelong learning and Information and communication technologies.
D.   Global context and challenge of literacy & impact of literacy on development
E.   Society, literacy and development in Asia
F.   A case Study of development of adult education in India-1:Historical Perspective,
G.   Case study of development of adult education in India-2. Policy and Planning of Adult and Lifelong Learning Programmes
H.   Innovative programmes-literacy campaigns & *Mahila Samakhya* (Women's Empowerment
I.   Training of Adult Educators
J.   Role of Information & Communication Technologies in adult education in India

K.   Participatory research method

Review of two films on literacy campaigns in India followed by discussion.

Learning outcome

   After the course the students are expected to:

- have better understanding of the magnitude and problem of illiteracy in developing countries specially India;
- acquire knowledge and understanding of the policies and innovative programmes of adult and lifelong learning in Asia with special focus on India;
- develop comparative perspectives on adult education in Europe and Asia
- draw insights to evolve new strategies towards tackling the problem of illiteracy among migrant community in Europe

   Elaborate reading list is provided for all the seminars and it iwas in two parts. While part one formed essential readings of not more that 30-50 pages per topic , the second part had books covering further information. To facilitate easy access, the reading materials are given in Pdf files which the students can download in their laptops and read at their convenience.

Adult Education and Literacy

Raman P Singh

Adult Education aims at extending educational options to those adults who have lost the opportunity and have transcended the age of formal education, but now feel a need for learning of any type including basic education (literacy), skill development (vocational education) and equivalency. The main focus of Adult Education has been primarily on 'basic literacy'. In the words of Kofi Annan, former Secretary General of UNO, "Acquiring literacy is an empowering process, enabling millions to enjoy access to knowledge and information which broadens horizons, increases opportunities and creates alternatives for building a better life".

Literacy is the most essential prerequisite for individual empowerment. A new thrust has been given to adult literacy in the National Policy on Education 1986 and the Plan of Action 1992, which advocated a three pronged strategy including adult education, elementary education and non-formal education to eradicate illiteracy. For the accomplishment of this objective, a series of programmes have been introduced since the first Plan period, the most prominent being the National Literacy Mission (NLM), launched in 1988 to impart functional literacy to non-literates in the age group of 15-35 years in a time bound manner. The National Literacy Mission was set up in 1988 with an initial target to make 80 million persons literate by 1995, which was later enhanced to 100 million by 1997 and the revised target was to achieve a threshold level of 75% literacy by the end of the Tenth Plan period (2007).

By the end of the 10th Plan period, NLM had made 126.64 million persons literate, of which 60% were females, 23% SCs and 12% STs. A total number of 597 districts have been covered under Literacy programmes: 95 under Total Literacy Campaigns (TLC), 174 under Post-Literacy Projects (PLP) and 328 districts under Continuing Education Programme (CEP). There are 32 State Resource Centres (SRC) to extend pedagogical support to literacy programmes in the respective states, and 271 Jan Shikshan Sansthans (JSS) have been established to impart skill development training in 36 trades.

The efforts made by the TLCs, PLPs and CEPs to eradicate illiteracy yielded commendable results, which indicated an increase of 12.63%age points in literacy in 2001, the highest increase in any decade. As per Census 2011, the literacy rate increased from 64.84% in 2001 to 72.99% in 2011 (8.15 %age point increase). Female literacy increased from 53.67% to 64.64% i.e. at a faster rate (10.97%age point increase) than that for males which increased from 75.26 in 2001 to 80.89% in 2011 (5.63%age point increase). Gender gap in literacy declined from 21.59%age points in 2001 to 16.25 %age points in 2011.

Saakshar Bharat

In the context of Government's overall policy aimed at empowerment of women and in recognition of the fact that literacy, especially female literacy, is a pre-requisite for socio-economic development, it was considered imperative to recast NLM with a renewed focus on female literacy. In view of the fact that female literacy is a force multiplier for all actions for social development, on formation of the new Government, the then President, in her address to the Parliament on 4th June, 2009, which articulated the agenda for the government for the period from 2009-2014, stated, "While male literacy went up to over 75% in the last Census and is expected to be higher now, female literacy was only 54% in 2001. Government has recast the National Literacy Mission as a National Mission for Female Literacy to make every woman literate. Increased female literacy is expected to become a force multiplier for all the social development programmes." In the context of Government's overall policy aimed at empowerment of women and in recognition of the fact that literacy, especially female literacy, is a pre-requisite to socio-economic development, it was considered imperative that the National Literacy Mission (NLM), as a programme instrument, is recast with a renewed focus on female literacy. In synergy with Government's umbrella Programme of "Bharat Nirman", it was decided to call the new Mission as "Saakshar Bharat" (Literate India).

In view of multiplier impact of literacy across all sectors of the economy, "Saakshar Bharat" has been categorized by the Government as a Flagship Programme. This programme covers all adults in the age group 15 and beyond though its primary focus is on women and encompasses 26 Crore illiterate and neo literate population of the country. The Prime Minister launched *Saakshar Bharat*, a centrally sponsored scheme, on 8th September, 2009 on the International Literacy Day to impart functional literacy to 70 million adults in the age-group of 15 years and beyond. The scheme was operationalized w.e.f. 1st October, 2009. Saakshar Bharat Scheme aims at establishing a Fully Literate Society through improved Quality and Standard of Adult Education and Literacy. The main goals of the mission include: Raising literacy level to 80% from 73% in 2011); Reduce gender gap in literacy to 10% points (from over 16% points in 2011), Bridge regional and social disparity in literacy level. The principal focus of the Saakshar Bharat Programme is on the Women, SCs, STs, Minorities, other disadvantaged groups and adolescents in the rural areas of low literacy districts.

Objectives of Saakshar Bharat

(i)   Impart functional literacy and numeracy to non-literate and non-numerate adults.
(ii) Enable the neo-literate adults to continue their learning beyond basis literacy and acquire equivalency to formal educational system.
(iii) Impart non and neo-literates relevant skill development programmes to improve their earning and living condition.

(iv) Promote a learning society by providing opportunities to neo-literate adults for continuing education.

Distinctive Features

The coverage of the beneficiaries under the Scheme is primarily women belonging to the deprived sections of the society. Accordingly, the principal target of the programme is to impart functional literacy to cover 14 million Scheduled Castes, 8 million Scheduled Tribes, 12 million Minorities and 36 million others. The overall coverage of women is 60 million out of 70 million non-literate adults in the age group of 15 years and above. It aims to further accentuate Adult Education, especially of women in the age group of 15 and above, because female literacy is a crucial determinant of educational attainments and development. The Mission will cover 1.5 million adults under basic education programme and an equal number under vocational skill development programme. During the Twelfth Plan, Saakshar Bharat has given special focus on young adults and Out of School Adolescents (15–19 years).

The Saakshar Bharat Programme is operational in districts, including new districts carved out of erstwhile districts, that had adult female literacy rate of 50 per cent or below, as per 2001 Census. In addition, all districts affected by extremist violence, irrespective of their adult female literacy rate, were also eligible for coverage under the programme. Accordingly, a total of 410 districts including 35 Left Wing Extremism Affected districts were identified as eligible for coverage under the programme. In view of the 73rd Constitutional amendment, Saakshar Bharat has been implemented through Panchayati Raj Institutions. Out of 410 districts eligible for coverage under Saakshar Bharat Programme, 404 districts in 26 States and 1 Union Territory covering about 1.63 lakh Gram Panchayats (cluster of Revenue Villages) have since been covered. About 1.57 lakh Adult Education Centres (AECs) have been set up to provide Continuing & Lifelong Education opportunities including library services and other logistic support for the programme at Gram Panchayat level.

Saakshar Bharat has adopted volunteer based approach to impart basis literacy. Innovative features of Saakshar Bharat include, besides focus on women, adoption of learner centric pedagogical approach, lifelong learning needs of learners, teaching in mother tongue, alternative approaches to literacy, decentralized and devolved management; increased role of the elected Panchayati Raj Institutions (Local Self-Government), good governance, effective use of ICT, scientific assessment of learners, and convergence with other related programmes.

Saakshar Bharat Programme aims to (i) provide opportunity to meet all types of learning needs and focus on inclusion with programmatic intervention by eliminating barriers to participation though ICT, awareness, and mobilization; (ii) strengthen Adult Education & Skill Development Centres to meet local needs of adults; (iii) remodel existing programme structures at all levels with active involvement of public authorities,

CSOs, private sector, community etc; and (iv) develop objective criteria to assess learning outcomes, skill development, prior learning and equivalency.

For smooth and effective implementation and monitoring, Saakshar Bharat provides for:

- Constitution of Saaksharta Samitis at Gram Panchayat, Block and District level, apart from SLMA at State level;
- Opening of one Saving Bank account at State (SLMA) level and subsidiary accounts at district, Block and Gram Panchayat level;
- Auto shift of balance in the account to the fixed deposit to earn high interest rate;
- A household survey is required to be conducted by the States to identify the potential learners;
- Apart from identifying the potential learners, the States are also required to identify the voluntary teachers for conducting the literacy class and do matching – batching during the survey;
- Merger of erstwhile Nodal Continuing Education Centers (NCECs)/Continuing Education Centers (CECs) to establish one Adult Education Centre (AEC) in each Gram Panchayat;
- Setting-up of new AEC, where there were no NCECs/CECs under the erstwhile Continuing Education programme.

Teaching - Learning activities/Assessment and Certification of Basic Literacy

Basic Literacy implies achievement of self-reliance in Reading, Writing and Arithmetic (Numeracy) and becoming aware of the causes of the one's deprivation. The programme entails identification of non-literates through a survey, area wise mapping of their learning needs and imparting them instructor based teaching of about 300 hrs spread over 3 months or beyond depending on motivation of the learners and local conditions. A volunteer acts as a mobiliser, trainer and teacher and is responsible for imparting literacy to on an average to 8-10 learners.

Scientific Assessment and Certification of the competency levels of adults is a unique innovation introduced for the first time in the history of literacy movement in India. Only an adult, who conforms to prescribed competency levels in reading, writing and numeracy, is certified as literate. Assessments are conducted through a system developed by the National Literacy Mission Authority (NLMA) in consultation with National Institute of Open Schooling.

Learners are assessed in reading, writing and arithmetic skills. Assessments are also designed to gauge the learner's general awareness, including that of social issues. Learners who score 40% marks in all three components are declared successful and given a certificate jointly by NLMA and NIOS. Candidates who are not able to succeed are given further chances to improve the grade in the skills in which they have not been successful. This type of assessment improves confidence

in neo-literates and opens up avenues for them. This also lends robustness and credibility to the programme. Bi-annual assessments are conducted every year on pre-decided dates in the month of August and March.

Hallmarks of the scheme

- Gender treatment of the entire programme;
- Targeted approach for women, SC, ST, minorities;
- Emphasis on quality;
- Context specific and group specific approaches;
- Collective and individual incentivization;
- Convergence and partnership;
- Efficient management system and implementation role of PRIs.

The Mission aimed to ensure Total Quality Management by way of developing Core Curriculum Framework for Adult Literacy, ensuring Quality Teaching-Learning Material, improving Quality of Literacy Educators, Resource Support and Augmenting the Quality of Teaching and Learning. Since the first objective of the Saakshar Bharat Programme is to impart functional literacy to the non-literate adults, and as a relevant curriculum is conducive to ensure better learning outcomes in the prescribed timeframe, a need was felt for standardization of its quality benchmarks.

The curriculum needs to reflect the national values like national integration, secularism, democracy, scientific temper, women's equality, conservation of environment and reproductive behavior etc, it also needs to be ensured that the curriculum addresses the demands of the learners and taking into account the diversity of their socio-cultural background, life experience, linguistic skills and motivational levels. Also, contents of the primers need to be such that they relate to the context of livelihood of learners, their social and cultural realities and special issues on thematic aspects, such as MGNREGA, RTI, PRIs, PMJDY, PMSBY, health & hygiene, environment building, agriculture, etc.

Quality Assurance Committee

To ensure uniformly high standards, NLMA decided to set up a Quality Assurance Committee of Experts to assess the quality and linguistic aspects of the teaching learning materials produced by the State Resource Centres and others. The mandate of the Committee is to critically examine the primers/other materials referred to it for recommendation and to suggest ways and means for promotion of quality materials for non-literates/neo-literates. The Committee keeps in mind the following issues while examining the primers:

a)   Whether the topics in the primers have been arranged in a logical sequence and they have coherence/unit of thought within each part for proper comprehension.

b)   Whether overall learning load is within the comprehension level of adult non-literates.

c)   Whether core contents and local contents are relevant to the learners and they do have relevance with social and cultural background of the adult non-literate learners.

d)   Whether suitable illustrations based on the messages have been incorporated in the texts taking care of the needs of the adult non- literate learners.

e)   Whether components of 3R's i.e. literacy, numeracy, exercises/drills and periodical tests have been appropriately incorporated with adequate space for practicing the exercises/drills.

f)   Whether presentation/treatment of the contents has been done carefully in a scientific temper.

g)   Whether the language i.e. length of words, sentences and paragraphs are within the comprehension level of the adult non- literate learners.

h)   Whether the information and knowledge given in the lessons is correct and of immediate help to the learners to make them functionally literate.

i)   Whether due importance has been given to cover messages useful for female learners without gender bias.

j)   Whether the material is based on adult psychology/pedagogy/andragogy, since adult learners do not like preaching, but need simplistic solutions to their day-to-day problems. From this angle, presentation of texts should be empathy with respect to sensitive issues particularly concerned with religious issues.

In view of the above, broad criteria for review of primers would be as follows:

- Contents
- Numeracy
- Gender neutrality
- Equity (SCs/STs/Minorities)
- Adult psychology/pedagogy and andragogy
- Illustrations, graphics, design and layout
- Language

Open Learning System in Adult Education through Equivalency Programme

Saakshar Bharat Document emphasizes the importance of Basic Education Programme for the adults who lost the opportunity to access the formal education. The second objective of the Saakshar Bharat Programme is to enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system. In the document it is mentioned that arrangement will be made to enable young adults to continue their learning till they are able to achieve equivalence levels with Grade III, IV, V, VI, VII and VIII and beyond in the formal school system or through the Open Learning System. While formulating equivalency

programmes, the life experience and local knowledge systems of the adult learners will be taken into consideration.

The National Literacy Mission Authority has launched the equivalency programme for adults in the selected States in the country. The objective of the Equivalency Programme is to provide an alternative education programme equivalency to formal education system through open learning using distance education mode. NLMA has developed Guidelines on Planning and Implementation of Equivalency Programme under Saakshar Bharat through NIOS. Equivalency Programme has started in the States of Tamil Nadu, Bihar, and Chhattisgarh, etc. during 2016-17.

Major achievements of Saakshar Bharat

The programme has been implemented in a phased manner with optimum utilization of financial resources:

- Coverage of 404 eligible districts out of 410 targeted districts of 26 States and 1 Union Territory.
- By end of March 2017, about 1.57 lakh Adult Education Centres have been set up.
- Teaching learning process has commenced in 57 lakh Literacy Centres.
- 2.82 lakh Preraks have been given orientation and training to organize activities in the AECs.
- 44.45 lakh volunteer teachers mobilized and trained under the programme.
- Basic Literacy Primers in 13 languages and 26 local dialects have been printed and distributed so far for the learners.
- Around 9.10 crore learners have been enrolled under basic literacy up to October, 2016. Saakshar Bharat set up a target to make 7 crore adult learners literate by the end of the 12th Plan. Till August, 2016 around 7.92 crore learners appeared in biannual Assessment Tests held since August, 2010. Out of this, 5.88 crore (4.15 crore females and 1.72 crore males) have successfully passed the Assessment Test conducted by National Institute of Open Schooling and declared literate. The details of Assessment Test conducted in March, 2017 is under compilation

Salient Features of Adult Literacy in the 12th Five Year Plan

(i)   Unlike previous Plans, the 12th Five Year Plan acknowledged the need to redefine literacy in order to bring in a paradigm shift from basic literacy to lifelong learning, essential for survival and enhancing the quality of life.

(ii)   The vision of the 12th Plan underscored the fact that in a technology-driven, knowledge based competitive world, the basic ability to read and write was simply not enough for the purpose of poverty reduction, training for work, increased productivity, greater participation in civic and socio-economic life, and for a better understanding of the surrounding world.

(iii)   The 12th Plan recognized that adults need to learn and manage information and knowledge in a critical and reasonable manner and to learn to search, identify, educate, select and use information.

(iv)   The 12th Plan placed focus on the need for establishing linkages with formal system and for evolving a mechanism for recognizing prior learning and accreditation, for establishing equivalency frameworks for facilitating credit transfer among formal non-formal and informal education, and for horizontal and vertical migration.

(v)   The 12th Plan envisaged that legislation is required to:

a) formally recognize forms of education other than formal,
b) to integrate formal, non-formal and informal learning, and
c) for recognition validation and accreditation of learning obtained in non-formal ways in order to promote a systematic life-long literacy and education.

Major Weaknesses in Adult Education Programmes

Major weakness in the implementation of adult education programmes include:

- poor participation of the State governments,
- low motivation and training of Voluntary Teachers/Preraks(motivators),
- lack of convergence of programmes under CEP,
- unimpressive programme contents,
- weak management and supervision structure for implementation of NLM,
- inadequate funding for various components of NLM schemes, and
- extremely low level of community involvement and participation.

Way Forward

The goal of Adult Education is to establish a fully literate society through improved quality and standard of Adult Education and Literacy by extending educational options to those adults who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type including literacy, basic education, skill development and equivalency. This vision places enhanced focus on empowerment, specially awareness and exercise of rights and entitlements under the functional literacy components, and free and flexible basic education equivalent to 10 years of schooling.

Expansion of elementary education, supplemented with implementation of a series of adult education programmes, especially 'Saakshar Bharat' since 2009, led to significant achievements in terms of literacy rate in the country. However, India continues to have around 25.75 crore non-literate persons (9.7 crore males and 16.68 crore females) in the 15+ age group (Census, 2011). Existence of high illiteracy among adults in India has a negative impact on the enrolment of children in schools, the country's economy and its social ethos.

Thus, for the year 2030, India must set a target of achieving 90% literacy for adults up to 45 years of age in the next 3 years, 95% literacy of adults up to 45 years in the next 7 years, and 95% literacy for adults up to 60 years of age by 2030. To achieve these targets, the existing efforts and Schemes should be continued, and in addition, need-based models of adult literacy must be evolved, for instance, continuing education model and integrated vocational education mode.

Challenges

- One in every 10 households without a single literate member, largely among SCs/STs and migrant families (Census 2011).
- One third SCs and two-fifth STs cannot read or write.
- Adult population (illiterate) in urban areas was 47.85 million (Census 2011) - most of these were in 1.08 lakh Slum Enumeration Blocks.
- No literacy programmes for illiterates of urban areas and of non-SB districts – need for modified strategy to reach the unreached.
- Need for a paradigm shift in policy to recognise adult education as an autonomous stream of education

Future Strategies

- Reinstating SRCs and JSSs as organs of Civil Society with the ability to assess the learning needs of their area and develop programmes accordingly, and adhering to the overall goals of literacy and value framework
- Instituting awards for the best innovations in promoting adult literacy on the lines of National and State awards for teachers, sportspersons, artists
- Use ICT to prepare relevant modules in aid of adult literacy. Develop video modules to motivate learning of banking techniques and digital payments
- Bring in NSS Units and NYKS with their youth clubs for literacy promotion activities
- Involve youth and women's organisations, particularly SHGs, to participate in literacy programmes.

Role of ICTs in fostering Internationalism in Education

There is increasingly rapid proliferation of ICT in education in India, both rural and urban. Mobile phone density and TV households is on the rise. Each village is being optic fibred and will get internet connectivity within the next five years. The National Knowledge Network is connecting all higher educational institutions. ICTs can be creatively used to close the digital divide – where computer proficiency is not just seen as a marketable skill but one that enables access to information and helps sustain literacy and education skills. ICT and complementary technologies, therefore, will have to be extensively infused in school and adult education system.

ICT as a medium of instruction must be extensively applied to train and develop professional skills of literacy educators and managers. Explicit demand for computer literacy, especially in rural areas, must be recognized and catered to by incorporating computer literacy in the curriculum of functional literacy especially for the young adults. To facilitate increased ICT enabled adult education, it is imperative to provide ICT infrastructure including computers with internet facility at AECs.

Adult education must locate itself within this emerging ecosystem. Explicit demand for computer literacy, especially in rural areas, should be recognized and catered to. ICT, as a tool of transaction, can be effective for imparting literacy, education, information, knowledge, vocational skills of adults, and also for developing professional skills of adult educators and managers.

Lifelong Learning and Adult Literacy

Literacy is the stepping stone to life-long education. Therefore, there is now a strategic shift from adult education to lifelong learning. The Government of India fully recognizes that lifelong learning is today essential for survival and for enhancing people's quality of life, as well as for national, human, social and economic development. It should cover *all learning activity undertaken throughout life-whether in formal, non-formal and informal settings with the aim of improving knowledge, skills and competence within personal, civic, social and for employment related perspective*. Under this new paradigm of lifelong learning and literacy, the focus is not only on non-formal education set up but on establishing strong linkages with the formal system with mechanism for recognizing prior learning and accreditation.

Learning: The Treasure Within

The UNESCO set up in 1993 an International Education Commission for bringing into focus the emerging scenario of education in the 21st Century world. Jack Delores, ex-European Commission Chairman and former French Minister, headed the eponymous Delores Commission which submitted its Report in 1996, which later came to be popularly known as the Delores Report. The Commission was constituted, besides the Chairman, of 15 members from among 185 member countries of UNESCO, including Dr. Karan Singh from India. The Delores Report was aptly titled *Learning: The Treasure Within*. The origin of the title of the Report can be traced to the lines of a poem by the famous French poet La Fontaigne, relating the advice given by a wise man to the brothers wrangling over division of property in the family consequent upon their father's death:

Be sure not to sell the inheritance
Our forefathers left to us,
For a treasure lies concealed therein.

Learning is the *treasure*. It is an inner quality. It *lies concealed* within the learner. Learning is a treasure within which should be acquired and assimilated throughout one's life in order to achieve a better and higher quality of life in as well as to achieve personal aims. The Delores Report envisages *lifelong learning* as a new educational strategy for planning and programming education in the 21st century. Treating learning as the treasure within is the foundation stone on which the *four pillars* are to be built upon, viz.

- Learning To Be (indicating Moral Force)
- Learning To Know (Intellectual Force)
- Learning To Do (Skill Force)
- Learning To Live Together and With Others (Social Force).

The Delores Report has identified several emerging challenges to education in the 21st century and categorizing these as the Seven Tensions, viz.

- Between the global and the local;
- Between the universal and the individual;
- Between tradition and modernity;
- Between spiritual and material;
- Between long-term and short-term considerations;
- Between the need for competition and mutual cooperation;
- Between the extraordinary expansion of knowledge and skills and the human capacity to assimilate the expansion of knowledge.

Learning Throughout Life

The Four Pillars and the Seven Tensions are to be contained within the idea of *lifelong learning*. The Delores Report has identified *Learning Throughout Life* as the most significant aspect of education in the 21st century. It is *the* Meta-Recommendation, based on the premise that education is not terminal. Indeed no education worth its name could be. Lifelong Learning involves life-span, life-space, and life-goals. The strategies to lifelong learning consist in achieving meaningful education in the 21st century, viz. learning the treasure within, the four pillars and lifelong learning or learning throughout life.

Literacy Status
Increase in literacy rates

Increase in literacy rates		
	2001	**2011**
Persons	64.84%	72.99%
Male	75.26%	80.89%
Female	53.67%	64.64%
Gender gap	21.59	16.25

Disparities in Literacy rates (2011)

	Overall	SC	ST	Rural	Urban
Persons	72.99%	66.07%	58.96%	67.67%	84.11%
Male	80.89%	75.17%	68.53%	77.15%	88.76%
Female	66.64%	56.46%	49.35%	57.93%	79.11%

- States with literacy rate below national average (72.99%): UP (69.72%), Andhra Pradesh (67.66%), Jharkhand (67.63%), Rajasthan (67.06%), Arunachal Pradesh (66.95%), Bihar (63.82%)
- Overall adult literacy rate (15-35 age group) is 69.3% [Adult Male: 78.8%, Adult Female: 59.3%]

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Factors Affecting Variations in Utilization of Full Antenatal Care- A Comparative Analysis between Uttar Pradesh and Kerala: Evidences from NFHS-3 Survey

Binod Jena
Ananta Basudev Sahu

Deaths during pregnancy and child birth are common among women in the reproductive age groups. Reduction of mortality of women has thus been an area of concern and the governments across the globe have set time bound targets to achieve it. The International Conference on Population and Development in 1994 had recommended reduction in maternal mortality by at least 50 percent of the 1990 levels by the year 2000 and further one half by the year 2015. The Sustainable Development Goals (SDG) has set the target of achieving global maternal mortality to less than 70 per lakh of live births by 2030. In India the promotion of maternal and child health has remained an integral part of the family welfare programme since the time of the First Five-Year Plan, aimed at reducing maternal and child mortality by providing antennal, natal and post natal care.

Utilization of maternal health services is associated with improved maternal and neonatal health outcome. In India more than 100,000 women die each year due to pregnancy related causes. The Sample Registration System (SRS) indicates that the major causes of maternal mortality continued to be unsafe abortions, ante and post-partum haemorrhage, anaemia, obstructed labour, hypertensive disorders and post-partum sepsis. Deaths due to abortion can be prevented by increasing access to safe abortion services and deaths due to anaemia, obstructed labour, hypertensive disorders and sepsis are preventable with provision of adequate antenatal care, referral and timely treatment of complications of pregnancy, promoting institutional delivery and postnatal care. Lack of proper ante natal care also leads to high pregnancy wastage and low birth weight which is the major determinant of mortality, morbidity and disability in infancy and childhood and also has a long-term impact on health outcomes in adult life. The consequences of poor nutritional status and inadequate nutritional intake for women during pregnancy not only directly affects women's health status, but also have negative impact on birth weight and early development. Low birth weight also results in substantial costs to the health sector and imposes a significant burden on society as a whole. In states like Kerala where over 90 percent of deliveries are in institutions resulting in lowest rate of maternal mortality, neonatal and infant mortality. However, in states like Uttar Pradesh (UP) where majority of deliveries is at home and are conducted by untrained persons, both maternal, neonatal and infant mortality is one of the highest.

Review of Literature

Studies demonstrating the high levels of maternal mortality and morbidity in developing countries have repeatedly emphasised the need for antenatal care and availability of trained personnel to attend women during labour and delivery. In spite of the importance of maternity care, poor access and low utilization of such services continued to be important determinant of mortality and morbidity throughout the world (Bhatia, 1989). Utilization of maternal health services has been identified in a number of studies as important factors determining maternal, infant and child mortality (Holian, 1989, Bhandari et al., 1989, Paul, 1991). Utilization of maternal and child health services (MCH) also has strong effects on subsequent contraceptive use and thus helps in reducing the fertility (Hotchkiss et al., 1999). Empirical studies on preventive services have often found maternal care utilization is more strongly correlated with demographic and socioeconomic characteristics (Hingson et al., 1976). Many studies in developing nations have found a strong maternal education on the use of maternal and child health services (Rutstein et al., 1990, Canovas, 1991). A recent study in Bangladesh shows that middle aged women, women from low family background, higher educated, living in urban areas, exposure to mass media and highest wealth quintile are more likely to receive all maternal health care services than other counterparts (Rahman K.M., 2009). Premarital childbearing and socio-cultural factors such as distance, education, ethnicity and place of residence have impact on maternal care utilization (Gage Anastasia, 1998). A study from a sample of mothers was interviewed between 12 and 18 months after delivery of live born infants shows that among socio-economic variables, maternal education was found to be the single best parameter in terms of detecting differences within the sample with regard to levels of birth control, prenatal care, and child care (Hughes and Schaefer, 1976).

The educational level, economic status and religion of the mother are significant predictors of use of maternal health services (Bhatia, C. Jagdish, 1995). A cross sectional study from 28 districts in rural India shows that there was a statistically significant reduction in the proportion of women obtaining antenatal care services with increasing age, parity, and number of living children. Awareness of care during pregnancy and knowledge of pregnancy related complications were associated with increased utilization of antenatal care services (Saxena and et al., 2006). Factors like educational attainment, parity level, health insurance coverage, ethnicity, household wealth and geographic region are statistically significant factors that affect the use of health care services which are essential to reduce infant and child mortality rates (Celik Y, Hotchkiss DR, 2000). The determinants of women's autonomy in terms of control of finances, decision making power and freedom of movement have significant effect on likelihood of increasing antenatal and safe delivery (Das Gupta M and et al, 2003) and social networks have a significant influence on individuals' utilization of prenatal services (S. Alexander, 1989).

Objectives of the Study

1.   To examine the variations in the utilisation of full antenatal care (ANC) by background characteristics of women.
2.   To examine the differential impact of socio-demographic factors on utilization of full ANC between Uttar Pradesh and Kerala.

Data Source

To achieve the above objectives, the NFHS-3 data set was used. The National Family Health Survey-3 (NFHS-3) collected information from a nationally representative sample of 109,041 households, 124,385 women in the age group 15-49, and 74,369 men in the age group of 15-54. The NFHS-3 sample covered 99 percent of India's population living in all 29 states. Like NFHS-1 and NFHS-2, NFHS-3 provided important indicators on family welfare, maternal and child health, and nutrition. In addition, it provided information on several new and emerging issues, including family life education, safe injections, perinatal mortality, adolescent reproductive health, high-risk sexual behaviour, tuberculosis, and malaria and HIV/AIDS.

Methodology

Bivariate analysis (cross tabulation) was done for a comparative analysis between UP and Kerala on the basis of percent of women receiving full ANC in different sub-groups of population. Binary Logistic regression analysis had been carried out with dichotomous response variable 'full ANC' [0= not received full ANC and 1= received full ANC] to show the net effect of each independent variable on the dependent variable in terms of odds ratio. The odds ratio of the reference category was one. So an odds ratio of less than one indicated less likelihood of receiving full ANC and an odds ratio of greater than one indicated more likelihood of receiving full ANC with respect to the reference category.

Variables Selected for Analysis

The dependent variable was full ANC. A woman is said to have received full ANC when she had at least three antenatal visits for pregnancy checkups, received at least 90 IFA (Iron and Folic Acid) tablets and taken at least 2 TT (tetanus toxoid) injections. The independent variables were place of residence, caste, religion, wealth index, level of education, occupational status, mass media exposure, age of mother and birth order.

Results and Discussion

Socio-economic differentials in utilization of full ANC

Table-1 shows how the percentage of women received full ANC varied by

background characteristics of women during 2005-06. There was a large variation in the overall utilization of full ANC between the two states. In UP only 5.5 percent of total women received full ANC whereas in Kerala it was 69.5 percent. Utilization of full ANC varied with changes in place of residence. In rural UP only 3.7 percent of women received full ANC whereas, in urban areas it was 12.5 percent. In Kerala, the corresponding figure in rural areas was 68 percent and in urban areas was of 72.6 percent. So the rural-urban variation was larger in UP compared to Kerala. In UP, the level of education had tremendous effect on the utilization of full ANC. With increase in the level of education the utilization of full antenatal care also increased. The percentage of women received full ANC in UP was just 1.8 percent among no education category and it increased to 32.3 percent in higher educated category. Whereas in Kerala, the percentage of women received full antenatal acre was 50 percent in no education category compared to 78 percent in higher educated category. Both in UP and Kerala, the least percentage of Muslim women had received full ANC in comparison with Hindus and others.

Table - 1
Percentage of Women received full ANC, NFHS-3, 2005-06

Women's background characteristics	Percentage of women received full ANC, NFHS-3 (2005-06)	
	Uttar Pradesh	Kerala
Place of Residence		
Rural	**3.7(146)**	68.0(370)
Urban	12.5(128)	72.6(188)
Level of Education		
No Education	1.8(56)	50.0(6)
Primary	5.1(27)	41.5(17)
Secondary	11.7(118)	68.9(379)
Higher secondary & above	32.3(73)	78.0(156)
Religion		
Hindu	5.9(231)	74.0(284)
Muslim	**3.7(38)**	60.0(189)
Others	18.2(4)	81.7(85)
Social Groups		
SC/ST	2.7(35)	64.9(61)
OBC	4.7(119)	71.1(182)
Others	11.0(119)	70.2(236)
Wealth Index		
Poor	2.2(60)	51.3(20)
Middle	2.5(24)	66.7(56)
Rich	14.5(188)	70.9(482)
Occupational Status		
No Work	6.2(211)	68.4(449)
Primary	2.9(40)	71.7(33)
Tertiary	15.1(22)	75.0(75)
Mass Media Exposure		
No Exposure	1.6(28)	53.6(15)
Exposure	7.6(245)	70.4(543)
Mother's Age at Birth		
<19 yrs	**4.4(18)**	62.5(15)
19-35 yrs	6.0(247)	69.9(526)
35-49 yrs	2.0(8)	63.0(17)
Birth Order		
1	11.2(104)	74.5(240)
2-3	6.5(121)	68.7(299)
4 & above	**2.2(48)**	41.3(19)

Source: Calculated from NFHS-3 data set, 2005-06

In UP and Kerala among the social groups, women from SC/ST community had the lowest percentage of full ANC utilization compared to Other Backward Caste (OBC) and other caste. Similarly, with increase in wealth index, the percentage of women received full ANC also increased. In UP, the utilization of full ANC was 2.2 percent among poor women and it increased to 14.5 among richer women. The corresponding figures in Kerala were 51.3 percent and 70.9 percent respectively. Similarly, in both the states women working in tertiary sector had higher percentage of full ANC utilization compared with non-working women and women working in primary sector.

Mass media exposure had a great impact on the utilization full ANC. In UP, the percentage utilization was 7.6 percent among women who were exposed to mass media compared to non-exposed women (1.6%). Similarly in Kerala the utilization was 70.4 percent among women exposed to mass media compared to non-exposed women (53.6%). With regards to age of mother it was found that the full ANC utilization was higher among middle aged women (19-35 years) compared to younger (<19 years) and older women (35-49 years).   With increase in birth order, the percentage of women received full ANC declined in both the states. In UP, for single birth order women the utilization of full ANC was 11.2 percent and it declined to 6.5 percent in 2-3 birth order and further declined to 2.2 percent in 4 and above birth order. Similarly, in Kerala, for single birth order the percentage utilization was 74.5 percent and it declined to 41.3 percent in 4 and above birth order.

Determinants of full ANC

Table-2 shows the result of the logistic regression analysis. Here the net impact of each factor on the utilization of full ANC has been assessed in terms odds ratio. In the regression model of UP, factors like place of residence, education, social groups, wealth index and birth order had significant impact on the utilization of full ANC. But in Kerala only two factors - religion and birth order had significant impact on the utilization of full ANC. In UP, women residing in rural areas had 31 percent less likelihood of receiving full ANC compared to urban areas. Education had greater impact on the utilization of full ANC.

Women with primary education had two times more likelihood of receiving full ANC compared to women with no education. Similarly, women with secondary education had more than three times higher likelihood of receiving full ANC. The likelihood of receiving full ANC was nearly 7 times higher among women with higher secondary and above education compared to women with no education.

Table - 2
Binary Logistic Regression Analysis for Full ANC in UP and Kerala

Women's Background Characteristics	Uttar Pradesh	Kerala
	Exp(B)	Exp.(B)
Place of Residence		
Urban		
Rural	**0.691****	0.953
Level of Education		
No Education		
Primary	**2.073*****	0.933
Secondary	**3.450*****	1.877
Higher secondary & above	**6.795*****	2.065
Religion		
Hindu		
Muslim	0.724	**0.513*****
Others	1.069	1.728
Social Groups		
SC/ST		
OBC	**1.531****	1.471
Others	**1.828*****	1.251
Wealth Index		
Poor		
Middle	0.725	1.697
Rich	**1.970*****	1.646
Occupational Status		
No Work		
Primary	1.376	1.206
Tertiary	1.409	0.857
Mass Media Exposure		
No Exposure		
Exposure	1.43	1.206
Mother's Age at Birth		
<19 yrs		
19-35 yrs	1.282	0.916
35-49 yrs	0.985	0.898
Birth Order		
1		
2-3	**0.598*****	**0.722***
4 & above	**0.437*****	**0.406****
0=not received full ANC, **1=received full ANC,** **** 5% level of significance	*** 1% level of significance *10% level of significance	

Source: Calculated from NFHS-3 data set, 2005-06

Among social groups women from OBC and other caste group had higher likelihood of receiving full ANC with reference to SC/ST women. Women from richer section had nearly two times more likelihood of receiving full ANC in comparison to poor women. Like as, women with more number of children had less likelihood of receiving full antenatal care. Women with two and three children had 40 percent less chance of receiving full ANC and with four and more children had 56 percent less chance of receiving full ANC with reference to women with one child. In Kerala, Muslim women had 49 percent less chance of receiving full ANC in comparison to Hindu women. Similarly, with increase in birth order the likelihood of utilization of full ANC also declined in the state of Kerala. The likelihood of utilization was 28 percent and 60 percent less for two and three birth order and four and above birth order, respectively compared to single birth order.

Conclusion

Maternal health care still remained an important issue as the health of women and children are concerned. The high level of maternal and child mortality across the world has led the global body to set time bound target to achieve the reduction of deaths among women and children. The utilization of maternal health care services is highly associated with improved maternal and neonatal health outcomes. Therefore, governments across the world have emphasised the use of maternal health care services to achieve the above objectives. In India the promotion of maternal and child health programmes has remained an integral part of family welfare since the First Five-Year Plan aiming to reduce maternal and child mortality. The maternal health care services include antenatal care, natal care and post-natal care. The antenatal care is the care given to women during pregnancy and it aims to achieve that all women during pregnancy should take IFA tablets for at least 90 days, receive two or more TT injections and should have three antenatal visits. In this context the present paper tried to study the variations in full ANC utilization across sub-groups of population between the state of Uttar Pradesh and Kerala and to find out the determinants of full ANC. Analysis showed that there was large variation in the overall utilization of full ANC between the two states. In Kerala, 69.5 percent of women received full ANC, whereas in Uttar Pradesh the utilization was just 5.5 percent. Similarly, variations were also observed among various sub-groups of population. Regression analysis showed that many background characteristic of women had significant impact on the utilization of full ANC. In Kerala only two factors - religion and birth order had significant impact on utilization of full ANC, whereas in Uttar Pradesh a number of factors like caste, education, place of residence, wealth index, and birth order had significant impact on utilization of ANC. Among the factors education is the most powerful tool having tremendous effect on utilization of full ANC in Uttar Pradesh. Thus, while formulating health policies for the promotion of maternal and child health care should be given top priority to those subgroups of population where the full ANC utilization was at the low level.

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Women's Political Participation in India

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The Universal Declaration of Human Rights states that everyone has the right to take part in the government of her or his country regardless of sex, race, ethnicity, religion or creed. Although, women have made great strides forward in obtaining a vote and right to be elected to political offices in many countries, they comprise less than 15 per cent of the Members of Parliament, and less than 5 per cent of Heads of State worldwide. The global average for women in parliaments stood at 22.4 per cent. While Europe surpasses the global average at 25.2 per cent, Sub-Saharan Africa has an average representation of 22.6 per cent, Asia at 19 per cent and the Arab states at 18 per cent. About 42 countries in the world have 30 per cent or more women MPs in their Parliament.

The Indian Constitution has established a parliamentary system of government, and guaranteed its citizens the right to be elected, freedom of speech, freedom to assemble and form associations, and vote. It attempts to remove gender inequalities by banning discrimination based on sex and class, prohibiting human trafficking and forced bonded labor, and reserving elected positions for women. In spite of these efforts, it is not being translated into politics and legislation in India. Out of the 18 Asian Countries, India's position is a dismal 13th, with countries like the Philippines (27.2%), Vietnam (24.3%) and Cambodia (20.3%) doing much better. The level and forms of women's participation in politics is largely shaped by cultural and societal barriers in the form of violence, discrimination and illiteracy. There is need to establish a suitable environment to enable women to participate in the politics and legislation.

The present paper focuses on women's political participation in India, need for their participation in politics and legislation and various factors contributing for their participation in political leadership. The paper also focuses on the conditions necessary or conducive environment needed for their involvement/participation in politics and legislation and the strategies that to be followed in increasing women's participation in political leadership.

Women's Political Participation in India

Political participation refers to the degree to which citizens are interested in and concerned about politics and public affairs. A broader measure of political participation includes number of women candidates who compete for elections and women elected for state assemblies. According to World Economic Forum's Annual Global gender gap index studies, which considers such a broader scale, India has ranked in top 20

countries worldwide for many years, with 9th best in 2013 - a score reflecting more women's participation in India's political process than Denmark, Switzerland, Germany, France and United Kingdom. But, now India occupies 103 positions among 190 countries of the World. Thus, India ranks 20th position from the bottom in terms of representation of women in Parliament. India lags behind many countries, including its neighbors like Pakistan and Nepal when it comes to women's participation in politics. In India, women occupy just 66 seats (12%) in the 543 member Lok Sabha. The scenario for women Members of Legislative Assemblies (MLAs) across all State Assemblies in India is even worse, with the national average being a pitiable 9 per cent. The best among them, Bihar, Rajasthan and Haryana have 14 per cent representation while the worst states are Pondicherry and Nagaland, which have no women MLAs at all. Similarly, women turnout in voting process and contesting in elections is very low when compared to men. Further, the political endeavors of women, their achievements, and roles in society are hardly recognized or acknowledged.

Need for Women's Participation in Politics and Legislation

Politics is everyone's business and affects the lives of each of one of us. The more women are associated in numbers in political decision making process in governments, the more they can change the modalities and outcomes of policies. The importance of women's participation in politics arises from the fact that 'politics' confers authority to exercise power, to make policies, make decisions and ensure an effective control over government machinery. Madhok Alaka (1995). They also play a crucial role in society as pro-creators of posterity as well as producers of goods and services. The exclusion of women from decision-making bodies limits the possibilities for entrenching the principles of democracy in a society, hindering economic development and discouraging the attainment of gender equality. If men monopolize the political process, passing laws which affect society at large, the decision-making process does not always balance the interests of the male and female populations.

Factors contributing for Women's Participation in Politics

Despite the removal of legal barriers to women's political participation in many countries, the governments remain largely male-dominated. In many countries including India, the rights of women are enshrined in law, and there are no formal legal barriers to women's political participation in politics and legislation. However, in practice various factors are contributing for women's political participation in India. They include: socio-economic factors, geographical, political, psychological factors etc. All women are also not a homogeneous group. There are many differences between them and these differences based on class, race, ethnicity, cultural background and education.

Social Factor

Social factors play a significant role in the recruitment of women to the party positions and legislatures. Political background pushes a person to take part in politics. The social status of women in society influences directly on their participation in political institutions and elected bodies. For example, researchers point to the correlation between women's legislative recruitment and the proportion of women working outside the home, as well as the percentage of women college graduates. The factors that are found to make the most significant impact are employment, gender equality, human capital, the make-up of the population, and human health. The main social factors influencing women's participation in politics are: age, caste, culture and education.

Age Factor

Many researchers have studied the age factor about the political participation and try to know the effect of age structure on political participation. These studies noted that the younger age women are not participation in politics due to their dependency, lack of freedom and financial stability. Especially, Saeed (1976) noted that the low age women's participation was less and high aged women's participation was more in legislative assembly. Usha Mehta (1978) highlighted the political participation of women in Indian Politics and resulted that from first Parliamentary Election (1974), on the basis of bio-data of women members of Parliament belonged to the medium age group. She noted the reason of it that the medium aged women were free from house work responsibilities.

Caste Factor

Number of studies has been conducted and completed on caste status and political power and revealed that higher caste group have more or dominant participation in politics, but comparatively lower caste group have little participation in the political process. K.C. Alexender (1968) reported from Kerala that the Pulaiya caste, which is higher caste has higher status in the society and indicates sharing of position in the local power structure. Sachchidanand (1967) found in the Harijan Elite (the Scheduled caste) that get education and better occupation.

They have participated in the power structure. Mishra S.N. (1980) founded in his study that lower castes are politically unaware and they generally depend on the higher castes for their political guidance. Chakarbarty and Bhattacharya (1993) in their study noted that the leaders mostly come from the family of traditional leaders. Sriniwas M.N. also accepted that political background played an important role for participation in politics. Sharma S.S. (1979) found in his study that traditional power holders continue to capture power in the new set -up.

Culture Factor

Politics has traditionally been a male domain that many women have found unwelcoming or even hostile. Societies in which traditional or patriarchal values remain strong may frown on women entering into politics. In addition to dealing with unfavorable cultural predilections, women are often more likely than men to face practical barriers to entering politics, including a paucity of financial resources, less access to information, greater family responsibilities, and a deprivation of opportunities to acquire political experience. With the exception of the close relatives of male politicians, women generally lack the political networks necessary for electoral success.

Education Factor

Education is an 'especially powerful predictor of political participation'. Rajni Kothari (1980) noted that education is an important factor to gain the benefit of political power and administrative power, because education influences the knowledge, consciousness, personality, performance, attitude and skills. It is also evident that formal education is strongly associated with political participation for women and also for men. There are both direct and indirect effects that formal education has upon political participation. Its direct effects include the acquisition of the knowledge and communication skills useful for public debate, and direct training in political analysis through courses. Its indirect effects are many and include the benefits of voluntary engagement in school governance, clubs, sports, and school newspapers; these arenas provide young people with an early apprenticeship for politics, where they can exercise leadership, develop civic skills of cooperation and negotiation, and acquire bureaucratic and organizational skills useful for political activity. Education enhances other factors supporting political engagement, such as access to high-income jobs that provide the resources and contacts for political activity, and access to non-political associations such as charitable organizations or religious establishments that can be a recruitment ground for political activity. It is evident that women are not access to well-developed education / training systems for women's leadership in general, and for orienting young women towards political life.

Economic Factor

Economic factors such as poverty, occupation, income etc., have important role to gain the power in politics. The economic crisis in the country has intensified the risk of poverty for women. Poverty, like unemployment, is increasingly being feminized. Occupation reflects the position and prestige. From the ancient periods higher caste have been belonged to higher occupation and higher position as well as lower caste have been belonged to lower occupation and lower position and prestige. Ghurye G.S., also emphasized in his book 'Caste, Class and Occupation' that the caste reputation related to the caste occupation. Income or financial status helps in

affording of election expenditure of a contesting candidate. Women have no money of their own; the money belongs to their fathers, their husbands or their in-laws. Given the rising cost of running an effective campaign, this poses another serious hurdle for women in the developing world.

Geographical factor

Women move from their father's home to their husband's home . . . They are like refugees. They have no base from which to develop contacts with the people or to build knowledge and experience about the issues. Travelling throughout their area operation requires physical stamina, which the women's biological structure may not be suited. The resource support for meeting expenditure is a problem for women since the father's or in-laws are generally reluctant to spend on their career.

Political Factor

Many women lack of party support, in terms of finance, access to political networks, and the more stringent standards and qualifications applied to women; not getting sustained contact and cooperation with other public organizations such as trade (labour) unions and women's groups; and the nature of electoral system, which may not be favourable to women candidates. The prevalence of the 'masculine model' of political life and of elected government bodies in India is high. Men dominate the political arena; men formulate the rules of the political game; and men define the standards for evaluation. The existence of this male dominated model results in women either rejecting politics altogether or rejecting male-style politics. The most common route to elected office is through political parties. Most candidates depend on parties for their nomination, their base of electoral support, and help during the election campaign, financial resources and continued assistance after their election. While some candidates run for office of political parties independently, it is far more difficult to win election without the backing of a political organization, especially at the national level. Thus, the political party is the most potent instrument in facilitating political participation.

Psychological Factor

Psychological attachment of a person towards political objects certainly determines the extent and gravity of political participation. The psychological factors which are influencing the women in entering politics and elected to political positions are gender ideology, cultural patterns, and predetermined social roles assigned to women and men; women's lack of the confidence to stand for election; and the way in which women are portrayed in the mass media. Lack of confidence is one of the main reasons for women's under-representation in formal political institutions, whether parliaments, ministries or political parties. In some countries, women perceive politics as a 'dirty' game. This has jarred their confidence in their ability to participate in political processes.

Conditions necessary for Women's Involvement/participation in Political Leadership

Certain conditions are necessary and conducive environment needs to be created from grassroots level to the top level for effective women's involvement and participation in political leadership. They include: Societal Development, Gender equality, Political, Educational, Economic and Psychological environments, Technology / Physical Infrastructure etc.

Societal Development/Environment

Factors related to societal development are found to distinguish among qualitatively different levels of women's participation in political leadership. More women in the labor force and in the services sector specifically should lead them to seek out positions of political leadership. Encourage women to advance into political positions; government and public institutions should allocate resources toward the education of both women and men – focus on literacy, basic education and higher education. Overall human development positively affects women's advancement to political leadership. Women's self-esteem and self-confidence, which facilitate women's access to political careers should be improved and also require media attention to women's contributions and potential.

Generally, participation in politics tends to be higher among better educated, members of higher occupational and income groups, middle aged, dominant ethnic and religious groups, people with political family background, settled residents, urban dwellers and members of voluntary organizations. Women can enhance their knowledge about how parties function; what party positions are available; and how to plan political advancement within the parameters of existing party policies and practices. Women must lead the process to organize and mobilize their networks, learn to communicate their interests with their male counterparts and different organizations, and push for mechanisms to enhance their representation.

Gender equity

Gender equality is necessary in the sectors of development. To mainstream gender equality in politics in any country, a clear programme needs to be designed, where entry points for follow-up on gender equality perspectives can be identified. A thorough gender analysis of national context must therefore be made to highlight inequalities, and to take action on promotion of gender equality. Clear operational goals should be set for the programme with regard to strengthening gender equality, IDEA (2003). The tailoring of many of the political institutions is needed according to female standards and political attitudes. Further, ensuring women's equal participation in party decision- making structures is essential for promoting gender equality within them – and, ultimately, within society as a whole.

Political Environment

The overall political environment does influence the entire process of political participation to a great extent. The political environment refers to the nature of the party system, the electoral system, the means of propaganda and campaign, the extent of modernisation and urbanisation, the influence of ideology the general awareness of the people etc. Party support, in terms of financial and other resources, is needed to fund women's campaigns and boost their political, social and economic credibility. Further, legislative regulations for implementing effective quota mechanisms should be designed.

Education and Training

Education has led many women in the society to join political parties or participate in political activities. Education is the most important channel for encouraging women to speak out. In addition to basic education, many women lack the political training required to participate effectively in the political arena. An expansion of the pool of women who are qualified for recruitment to political careers is therefore needed. This can be done by giving women access, from an early stage, to work patterns that are conducive to political leadership, such as special training in community-based or neighbourhood organizations. In order to increase political awareness among women, lobbying skills and networking are important for the process of training women for political careers. Women can be prepared for a political career and encouraged to aspire to such a career. Special attention should be given for the involvement of young women and realizing the importance of collaborating with men. Establishment of centres/institutions and designing of educational programmes will help to prepare women for political careers; and the development of and support for schools / centres for the training of women for participation in electoral campaigns are needed.

Economic environment

Women in political leadership are positively related to economic development. As women become more involved in politics, the economy prospers along with education, health, employment, and gender equality, which all creates a setting for women to prosper and engage in leadership activity. Access to credit signifies an efficient and productive business environment, which may attract women to leadership.

Psychological environment

Political participation tends to meet one's psychological needs of overcoming loneliness. In every society, there are persons who are very much concerned and interested in political affairs and the same time there are persons who have no such concern and interest in political affairs. This difference may be due to the differences in their psychological attitudes. In this situation, it becomes clear that the former are

more likely to be active in politics than the latter. Again, it is generally believed that men are psychologically more involved than women in politics as in their respective field of activity. With confidence and determination, women can reach the highest levels in the political process. That is why women should believe in themselves and should do away with the widespread perception that men have to be their leaders. Encourage women to develop interest in public/political affairs and enable them to change psychological attitude towards politics.

Technological and Physical Infrastructure

Physical infrastructure and technological advancements such as electric power, telephone mainlines, mobile phone subscribers, and international internet bandwidth make society more efficient, which mirrors economic development and these societal advances represent modernity (Lee et al., 2006 and Mrad, 2006) and have a positive impact on women becoming more involved leaders.

Strategies for promotion of Women's Participation in Political Leadership

Advancing of women's political participation requires determined efforts not only by women themselves, but also by the governments, the political parties/leaders, civil society / non-governmental organizations and mass media. If women need to be able to participate fully in all spheres of political and public life on par with men and promoting equal opportunities, the following strategies should be adopted by these institutions:

Government

The government actors should ensure that political party laws and other election-related legislation do not indirectly disadvantage women; consider legislation requiring political parties to adopt democratic procedures for their internal operations; consider temporary special measures requiring political parties to include a substantial proportion of women high on their candidate lists; and provide incentives for political parties to promote women candidates, including resources, training and increased access to broadcast time.

Political Parties and political party leaders

Political parties and party leaders need to do more to support women's political empowerment. The political leaders in particular, play a key role in ensuring that party policies, practices and rules promoting gender equality. Female party members often face barriers to their political advancement due to the non-transparent manner in which parties operate and their own ignorance of the actual rules of the game. The strategies include creating the foundations for gender equality within political parties through founding and procedural documents; acting in a gender conscious manner

with party candidates, members, supporters and voters; ensuring gender-equal access to political party financial resources and campaign funds; making gender a part of a party's electoral strategy; and promoting gender-responsive governance at the national level. Political parties should consider developing, publishing, implementing and monitoring their own party gender action plans, specifying clear performance targets and time-sensitive goals.

Women's wings

In many countries, political parties have established special wings for women that can contribute to their advancement. This mechanism can provide an avenue for women to become active, learn political skills, and develop networks within the party. Women's wings can often influence party positions, especially on issues of special concern to women. They are most effective when linked directly to party leadership and decision-making bodies; when this is not the case, women's wings may lead to the compartmentalization or marginalization of women in the party.

Party Platforms

Another indication of the party's commitment to the advancement of women is its platform. By addressing gender equality and other issues of special concern to women, parties can increase their relevance to women voters and provide a greater incentive for women to become involved in the political process.

Civil society organizations

The civil society organizations exercise pressure on political stakeholders to initiate external and internal reform in support of gender equality and women's advancement. Thus, establish co-operation between political parties and civil society, as well as co-operation between women politicians and civil society, can be an effective method to advance policy agendas in support of gender equality. In many cases, particularly when parties seek to change constitutions or enact legislation to promote women's political empowerment, political parties are most effective when they work closely with civil society organizations.

These organizations can identify women willing to run for office; provide training and other types of support for women candidates; lobby to ensure issues of special concern to women are addressed in party platforms; lobby for legislative changes to advance women's empowerment; develop cross-party networks of women; develop and disseminate gender-sensitive messages for voter and civic education; advocate improved media coverage of women's issues and women candidates; and persuade international donors to support projects aimed at advancing women's political participation.

Non-governmental organizations

More broadly, non-governmental organizations, including women's human rights and community groups, labour unions, and other civil society institutions, can contribute in various ways to the advancement of women's political participation. Priorities may include identifying women to stand as candidates, providing training on dealing with the media and other issues, developing networks to advance women in politics both within the party and across party lines, and assisting with gender-sensitive civic and voter education.

Mass Media

The Non-government organizations together with civil society organizations, media sources and academic institutions, can support women's political advancement through recruitment initiatives, capacity building of women candidates, awareness-raising to combat gender-based stereotypes of women in politics and evidence-based research to facilitate the introduction or amendment of policy and legislative agendas in support of gender equality. The media, and particularly electronic media, play a crucial role in shaping voter interest in and attitudes about an election. The media can provide gender-sensitive coverage of elections, avoiding negative stereotypes and presenting positive images of women as leaders; provide women candidates with at least as much airtime and print space as that given to men; focus attention on issues of special concern to women in news programming; and undertake voter and civic education programmes aimed specifically at women. The way the media portray women, how they deal with issues of special concern to women, and whether they convey effectual voter education messages can have a major impact on women's participation in an election.

Conclusion

Women exclusion from political and public leadership and decision making structures and processes is observed as the result of multiple socio-cultural, economic, and institutional factors. It is concluded that women are not only kept away from higher leadership positions, but also from access to education which makes them to develop skills, and capacitate them with managerial decision making techniques and help them to develop confidence in holding leadership positions. In this paper, women's political participation in India, need for their participation in politics and various factors contributing for their participation in political leadership was discussed. The conditions necessary or conducive environment needed for their involvement/participation and the strategies that are to be followed in increasing women's participation in political leadership are presented.

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India's Adolescence Education Programme: Status and Opportunities for Scaling-up

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Adolescence Education in India

Adolescents have tremendous potential. To realize it, they need access to accurate information, youth friendly services as well as support and guidance from significant adults who understand, appreciate and value them. To make healthy transitions to adulthood, adolescents need to successfully navigate physical, psycho-social and emotional changes. This requires growth in emotional and social skills, self-regard, self-knowledge and health awareness (Fisher, 2011). The rapid pace of internal change, coupled with numerous contradictory external stimuli and lack of accessible reliable resources, renders adolescents particularly vulnerable.

There is growing evidence that well designed and implemented Comprehensive Sexuality Education (adapted and contextualized as Adolescence Education in India) may be an effective mechanism to respond to the needs and concerns of young people on issues related to their health and well-being. Several systematic efforts have provided increasing clarity on the key components of effective and context specific programming to achieve this objective (Browne, 2015)(Haberland, 2015). Findings from the National Family Health Survey (NFHS), 2005-06 indicate that in India 56% females and 25% males in the age group 15-24 were anaemic. Among those tested for HIV, one in every 1000 young people in the age-group 15-24 was found to be HIV positive. Findings from Global Adult Tobacco Survey- India (2009-10) show that 18% young people (27% young men and 8% young women) in the age group 15-24 reported use of any tobacco product. These findings indicate the vulnerability of a large proportion of young people in India. The reasons could be manifold. Youth may be poorly informed on several issues related to their health and well-being, or may lack the necessary skills, support and access to youth friendly services to translate their knowledge into safe and responsible behaviours.

Indian society is in transition: globalization, urbanization, rapid economic growth and the extensive reach of media have created tensions in the process of social change and vastly changed the realities of young people as compared to the previous generation. However, social norms have not kept pace with the changing

circumstances. Findings from the National Family Health Survey (2005-06) also show that 53% females and 56% males in the age group 15-24 reported that wife beating was justified under specific circumstances, suggesting gender-discriminatory attitudes with high levels of acceptance of gender-based violence. Discrimination and neglect of the girl child manifests in compromised educational opportunities (61.5% boys in comparison to 52.8% girls in the age group 15-19 are in educational institutions, NSSO, 66th Round, 2013) and harmful practices such as sex-selective abortions, early marriage and dowry.

It is in this context that the Adolescence Education Programme (AEP) is placed: it is envisaged as an educational initiative that builds on experiences of young people to enable them to respond to real-life situations effectively. The programme orients school teachers and staff to better appreciate and respond to the unique needs and concerns of adolescents. The school-based efforts extend, to some extent, into homes and communities to support an enabling environment for adolescents in the various spaces that they occupy.
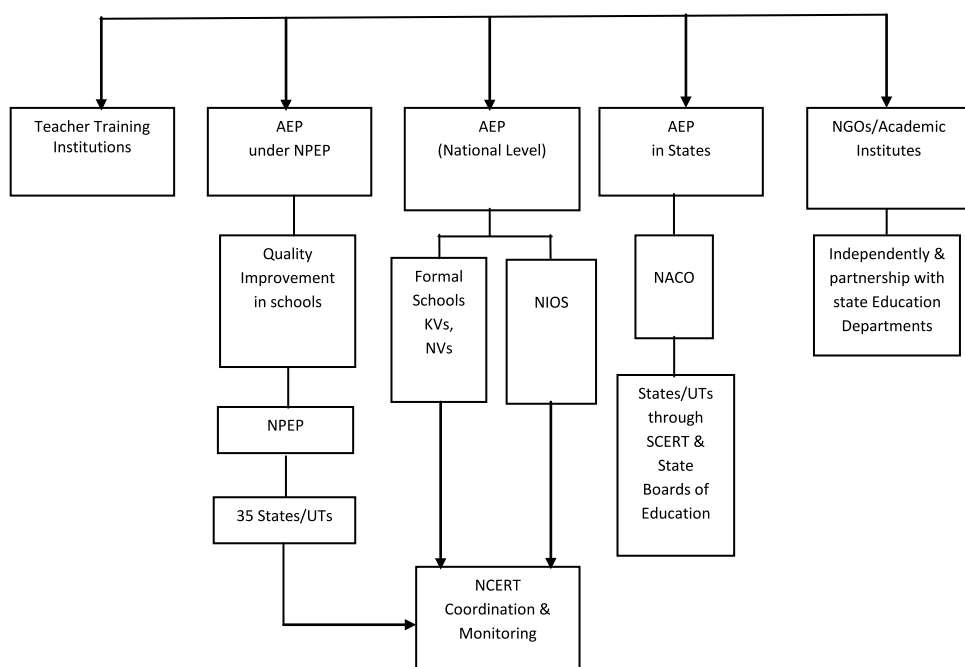
Rationale for Scaling-up Adolescence Education

With improved school enrolment rates, it makes good public health sense to invest in schools as important avenues for promoting health and well-being of young people (Fazel, 2014). With the enactment of Right to Education in India, net enrolment ratio[1]at secondary level in schools has shown improvement from 45.63% in 2013-14 to 48.46% in 2014-15. The transition rates from elementary (ages 6-13) to secondary (ages 14-18) school were reported at 93.76% for boys and 89.28% for girls (Secondary Education Flash Statistics, 2014-15). Although gender gaps persist, statistics suggest a growing opportunity to improve adolescent health and well-being through schools in India.

It is noteworthy that India introduced some elements of sexuality education in secondary schools as early as 1980, via the National Population Education Programme (NPEP), supported by United Nations Educational, Scientific and Cultural Organization (UNESCO) and United Nations Population Fund (UNFPA). In mid-1990s, after the National Seminar on Adolescence Education organised by NCERT, the framework broadened from a preoccupation with demographic issues, to include adolescent sexual and reproductive health, gender equity, substance abuse and HIV-AIDS education. A general framework of Adolescence Education was thereafter finalised through nationwide consultations. Adolescence Education was widely popularised and accepted as the core component of the NPEP. In 2002, NPEP[2]became a part of Quality Improvement Scheme in Schools (QIS)[3].In 2005, government initiatives on Adolescence Education were harmonized by the Ministry of Human Resource Development (MHRD) under the umbrella term, 'Adolescence Education Programme' (AEP).

Across India, several entities including Government departments of Education and Health at national and state levels, and Civil Society Organizations (CSOs), are implementing different versions of the AEP with the objective of enabling school going adolescents to be better informed on issues related to their health and well-being and take responsible decisions. An important purpose of several of these programmes is to make the school system more responsive to the needs and concerns of adolescents, and co-create schools as increasingly vibrant and positive learning spaces. Majority of these initiatives reach out to students aged 14-16 and include a component of teacher training and classroom based activities.

An overview of different AEP initiatives is represented below:

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┌────────────┬────────────┬─────────────┬────────────┬──────────────┐
Teacher        AEP          AEP           AEP          NGOs/Academic
Training       under NPEP   (National     in States    Institutes
Institutions                Level)

                Quality                    NACO         Independently &
                Improvement  Formal                     partnership with
                in schools   Schools  NIOS              state Education
                             KVs,                       Departments
                             NVs
                                         States/UTs
                NPEP                     through
                                         SCERT &
                                         State
                35 States/UTs            Boards of
                                         Education

                            NCERT
                            Coordination &
                            Monitoring
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This paper seeks to examine key components of select adolescence education initiatives in the country that have worked with relevant departments of national and/or state government, and recommend strategies for further institutionalization of these initiatives as well as suggest ways forward for their expansion and replication in school systems across the country. The selected initiatives include the ones implemented and/or co-ordinated by:

•   National Council of Educational Research and Training (NCERT) in partnership with Ministry of Human Resource Development (MHRD) &UNFPA

- Civil Society Organisations: Kalinga Institute of Social Sciences (KISS) and Centre for Catalysing Change (C3) led programmes in Odisha, Jharkhand and Bihar.

Overview of Adolescence Education Programmes in India

<u>AE Programmes coordinated by Government of India</u>

The AEP co-ordinated by the NCERT under the MHRD is implemented through 3 national school systems: *Kendriya Vidyalaya Sangathan*[4](KVS) and *Navodaya Vidyalaya Samiti*[5] (NVS), both formal school systems, and the National Institute of Open Schooling (NIOS). The guiding principles of the programme include recognition of adolescents as a positive and valuable resource that needs to be respected rather than treated as a problem. The programme is participatory, process-oriented and non-judgmental rather than prescriptive, stigmatizing or fear inducing. There is a strong focus on enhancement and application of life skills in real life contexts. AEP aims to influence the entire school curriculum and ethos, rather than being an isolated, stand-alone component. The programme aims to contribute towards the transformational potential of education based on principles of equity and social justice rather than a coping and managing paradigm or a status-quoist orientation.

Key themes covered under the programme include:

- Understanding and being comfortable with changes during adolescence
- Establishing and maintaining positive, responsible relationships
- Understanding and challenging stereotypes and discrimination related to gender and sexuality
- Understanding and reporting abuse and violation
- Prevention of substance misuse: causes, access to safety net, consequences, de-addiction, care and support
- Prevention of HIV and AIDS, dealing with stigma, access to services, link with RTIs/STIs

The programme in the two formal school systems works on a cascade approach of training master trainers who orient teachers and peer facilitators[6] (students of grade 9, age 14). By end-2015, approximately 700 master trainers oriented 3400 nodal teachers and 5000 peer facilitators in all the 590 *Jawahar Navodaya Vidyalayas* and 1120 *Kendriya Vidyalayas*. The programme supports an online resource centre and a moderated electronic discussion forum for teachers (<u>www.aeparc.org</u>[7])

The key activities under the AEP in the 2 formal school systems are:

- Sensitization of school principals

- Allocation of 23 hours in school time-table for learner-centric participatory activities in grades 9, 10 and 11 (ages 14-16) by 2 trained teachers
- Question box activity: students post their concerns anonymously and get responses from nodal teachers and/or experts
- Thematic school assemblies
- Organization of thematic events such as role plays, creative writing, poster making
- Peer facilitators (4 per school) where present contribute towards all the AEP activities
- Regular submission of monitoring reports [8]

The crucial activities through the National Institute of Open Schooling[9]include integration of life skills, adolescent concerns and learner-centric participatory activities in 150 lessons across the major scholastic subjects of English, Hindi, Sciences, Social Sciences and Home Science at the secondary level. Recognizing that evaluation mechanisms should be in tandem with learning materials, subject-specific question banks are being suitably updated. Almost 100 subject experts and 50 evaluation experts have worked on updating the self-learning materials and question banks.

The AEP reaches out annually to approximately 340,000 adolescents directly through the 2 national formal schooling systems, and 221,000 young people enrolled at secondary level in the NIOS.

The AEP implemented in the formal schooling systems, was evaluated in 2010-11.Approximately 22,000students and 1070 teachers from 189 schools (KVs, JNVs and private schools) participated in the assessment. The evaluation assessed knowledge and attitudes of adolescents towards issues related to their health and well-being. Knowledge and attitudes of teachers were assessed on similar domains. The overall results clearly indicated positive impact of AEP, although the impact was modest on most counts; indicating the need to continue the programme with focused inputs and sustained efforts in programme implementation. For instance, more students correctly distinguished between HIV and AIDS in AEP schools (66%), than in non-AEP schools (52%). More students recognized menstruation as a normal process in AEP schools (61% boys and 68% girls) than in non-AEP schools (53% boys and 61% girls). A higher percentage of students from AEP schools reported that it is important for anaemia patients to eat green leafy and other iron-rich vegetables (71% in AEP schools versus 55% in non-AEP schools).More students thought that a boy who likes to do housework is a good influence on his friends in AEP schools (45% boys and 49% girls) than in non-AEP schools (38% boys and 42% girls). Seventy five percent trained teachers from AEP schools in comparison to 55% teachers from non-AEP schools reported that a woman could get pregnant the first time she has sexual intercourse if no birth control method is used. Students found AEP sessions different from most other classes, because teachers encouraged questions; were friendly; and discussed issues students face in life rather than only

bookish knowledge. Students said they understood issues better with participatory methodologies such as role plays, poster making, essay writing, drama and question box. They liked it when '*our issues were discussed and suggestions given to take the right decisions.*' They reported enjoying '*discussion with psychologist on internal changes during adolescence*'. A student appreciated, '*All the things discussed, we had experienced them…. It was very interesting.* Another noted, '*We can share our issues as everybody goes through the same thing. It relieves stress.*'

Selected NGO-coordinated school-based AE Programmes

In the state of Odisha, Kalinga Institute of Social Sciences (KISS) in partnership with UNFPA is undertaking life-skills based Sexual and Reproductive Health (SRH) education since 2010. The sessions are held with students of grades 6 to 9 by trained teachers covering over 10,000 tribal adolescents. Peer educators have been trained to promote life skills education (LSE) as well as share accurate and age appropriate information on SRH issues among peers. These key activities are supported by counselling, health services, menstrual hygiene promotion and creative communication.

In 2012, KISS started providing technical assistance to Government departments of Schedule Tribes and Schedule Caste Development (SSD) and School & Mass Education (S&ME) to promote the programme in residential schools. By end-2014, all the 318 SSD high schools and 182 *Kasturba Gandhi Balika Vidyalayas*[10] (KGBVs) in the state were reaching out to 70,000 adolescents from disadvantaged communities with this initiative. From 2015, the programme in government residential schools is implemented directly in partnership with the SSD Department.

Another NGO, Centre for Catalyzing Change (C3) has worked with the Department of Human Resource Development (HRD), Government of Bihar (GoB), at the state and district level since 2010, with support from UNFPA. Their project, *Tarang*, empowers secondary school students with information and skills for improved health and well-being, through systematic investments in a cadre of master trainers who orient teachers to organize classroom based activities. C3 engages with state and district level officials of the Department of HRD to effectively implement, monitor and sustain the programme. The project aims to contribute towards the larger objective of healthy, empowered, self-confident, productive and responsible adolescents. The project is implemented in 809 state board secondary schools across 9 districts of Bihar. When the project was initiated in 2010, classroom based transactions were organized in grades 9 and 11. It was found that more than 80% of students moved to college after grade10, hence from 2014, *Tarang* is being implemented in grade 9 only. The programme has reached out to over 16 lakh students in the state. In a process evaluation in 2013, 86% principals and 100% master trainers and nodal teachers opined that the programme was a relevant component of school education. Over 95% principals and teachers were in favour of making it compulsory.

C3 has also been implementing an AEP in Jharkhand, called 'Udaan', since 2006, in partnership with the Government of Jharkhand (GoJ) and Jharkhand State AIDS Control Society (JSACS). Supported by the David and Lucile Packard Foundation and Government of Jharkhand, Udaan reaches out to students in all the 1485 secondary schools of the state and 198 KGBVs. Working on a cascade training approach, the programme has created a pool of 87 master trainers, who have trained nodal teachers (2 per school). A state-specific curriculum has been designed for Class 9 (20 hours) and Class 11 (18 hours) which is transacted over one full academic year. The major themes include goal setting, growing up healthy, friendship, peer pressure, understanding and challenging gender-based discrimination and sexual harassment, marriage and parenthood, early marriage and its consequences, contraception, prevention of RTIs/STIs, HIV-AIDS, substance abuse and communal harmony. With increasing ownership of Government of Jharkhand, Udaan has been mainstreamed in the secondary school system in the state and since 2014, has also been introduced to students of classes 6, 7 and 8 in selected 300 schools in the state. The programme has reached out to over 17 lakh students. An assessment at the beginning and end of the academic year 2010-11 suggested a positive impact of the programme on several themes related to adolescent health and well-being. The students' SRH knowledge score (including knowledge of menstruation, masturbation, safe period and who determines sex of child) increased from 50% to 68%. The proportion of students reporting that any form of gender-based violence is unacceptable increased from 32% to 40%. The students' HIV-AIDS knowledge score (including knowledge of HIV and AIDS, transmission and prevention of HIV, HIV testing facilities and use of condom as a method for prevention of HIV and unwanted pregnancy) increased from 32% to 40%. The State Government's ownership of the

Ban on Adolescence Education and Recovery

In 2006-07, the AEP faced a country-wide backlash. Several state governments withdrew the programme on the grounds that the curriculum, particularly some illustrations, was culturally inappropriate (Gentleman, 2007, Anandhi, 2007). Although the initial reaction was fear that gains consolidated over two decades would be lost, the ban also created an opportunity for several stakeholders from civil society, development agencies, academia and government departments to collaborate, strategize and reconfigure the programme. AE was increasingly positioned in the context of an educational approach aimed at enhancing life skills to enable young people to achieve their potential; this proved to be a useful strategy to reduce anxieties around the initiative and protect it from negative politicization. This approach was helpful in getting buy-in from senior policy makers in MHRD and leadership from NCERT at the national level and SCERT/ State Boards for state-specific projects. With continuous engagement of schooling systems (adolescents, teachers and principals) and other stakeholders, the conceptual framework (2009) and guiding principles (2010) were updated, and the curriculum and resource materials (2012) better aligned to international technical guidelines, while retaining a strong focus on needs and concerns of adolescents in India. Cultural relevance remains an important criterion for shaping the curriculum and resource materials.

programme has created opportunities for integrating majority of the themes covered in the programme in the text books. The programme has also been successfully implemented in a premier B.Ed. college in the state for three successive academic years and has trained 378 teachers on life skills and adolescence education content. This is a readily available resource to facilitate and sustain the programme in the state.

Considerations for Scaling-up

The selected adolescence education initiatives described above are at different stages of maturation. However, given the growing evidence of positive contribution of these programmes to comprehensive development of students and creation of an enabling environment in schools, this is an opportune time to strategize ways to further institutionalize and scale up these initiatives. The fact that each initiative described above is anchored within national or state-specific education boards provides confidence that such programmes are relevant to different boards of school education across the country.

In the section below, certain internationally recommended criteria for school-based CSE programmes (UNFPA, 2015, UNFPA, 2014) have been applied to synthesize key learning from these initiatives, and develop context specific recommendations for further institutionalizing and scaling up AEP initiatives in school education.

System Partnership and Responsiveness

Adolescence Education has stood the test of time and evolved over the last three decades, and its relevance to the needs and concerns of young people is now widely accepted. It was recognized as an important area in school education in the Education Policy, 1986, its revised version, 1992, and the National Curriculum Framework, 2005. Discussions around the New Education Policy (2015-16) include life skills and child health as important considerations: both these are key components of the AEP. Given that 21% (253 million, *Census 2011*) of India's population is in the age group 10-19, adolescents are recognized as an important national resource and their health and well-being is the focus of several Government policies and programmes. The guiding principles of AEP are in tandem with the contemporary discourse on educational reforms that recommend learner-centric pedagogies and connect classroom learning with real life situations.

Majority of adolescence education initiatives are implemented in partnership with Government school systems. Based on their experience, various school systems appreciate the relevance of the programme and several of them have enhanced human resource capacities in programme delivery and management through sustained engagement with externally supported initiatives. An important step towards

institutionalization is inclusion of AEP in school time-table. In Bihar based *Tarang*, teacher training costs were always borne by the State Department of HRD and the District Education Officer reviewed *Tarang*-related progress in monthly meetings with principals. Selected master trainers have the additional responsibility of mentoring and monitoring programme quality in 4-6 schools: this enhances master trainers' skills, strengthens capacities within the system and contributes towards maintaining quality standards in the programme. In the AEP implemented in the national school systems of KVS and NVS, principals are sensitized to the programme through system's resources in their regular orientation programmes. KVS is willing to allocate time and resources for induction and in-service training of teachers and NVS (which charges no fees from students and is 100% funded by the central Government) is considering the idea subject to availability of funds. The mentorship programme modeled around Bihar's *Tarang* has also found favor with both the national school systems.

In Odisha, the Life Skills Education (LSE) programme was piloted in 2010 in partnership with KISS. An important breakthrough towards its institutionalization came with the announcement of the state government's "Odisha State Policy for Girls and Women, 2014," which clearly recognized the importance of life skills education in schools. This paved the way for scaling up the programme in direct partnership with the government. From 2015, the government has taken ownership of its implementation through the Scheduled Castes and Scheduled Tribes Research and Training Institute, with an additional financial commitment towards the programme. This resulted in decline of UNFPA's financial support between the years 2013 and 2016.

Integration of life skills and adolescent concerns in the self-learning materials of NIOS is another huge step forward towards institutionalization of the programme.

It is important to underscore the importance of steady, sustainable and incremental progress in partnership with the system rather than expecting quick-fix solutions. This lesson was well illustrated through the materials development process post the ban on AEP. The current AEP resource materials are more progressive than the earlier "abstinence only" curricula, and better aligned to international technical guidelines which are anchored in a human rights perspective with an integrated focus on gender. The current resource materials include discussion on genital hygiene and nocturnal emission, sensitive handling of the concept of sexuality with emphasis on the fact that there is nothing dirty or shameful about it and a comprehensive introduction to recognizing and challenging gender stereotypes and gender-based violence through context specific issues such as gender-biased sex selection and child marriage. However, certain important components are still missing in sufficient depth. These include discussion on masturbation, comprehensive discussion on sexual diversity, relevant information on unintended pregnancy and contraceptives. Given widespread sensitivities around these topics, and valuing the ongoing partnership

with the Department of Education, these compromises were agreed to during the process of curriculum revision (2010-12). While it is difficult to judge whether or not this was a wise decision, it did contribute to enhancing ownership and acceptability of the programme in the national school systems and state education boards.

Through the Council of Boards of School Education (COBSE), the AEP at the national level invested in advocacy with State Boards of Education to integrate elements of adolescence education in their syllabi, textbooks and evaluation items and recommended concrete mechanisms to achieve this goal. COBSE finalized tools for assessing the quality of integration of adolescence education at the secondary and higher secondary stages in selected State Boards of Education. In mid-2013, the programme's partnership with COBSE concluded, but it was decided to invest in focused advocacy efforts with those State Boards of Education that agreed to implement the programme.

Aligning Content and Pedagogy with International Guidelines and Local Concerns

Content and pedagogy are crucial inputs into any well designed CSE. AEP has consistently invested in keeping the content up-to-date, with inclusive and comprehensive processes of content development. The ban on adolescence education was used as an opportunity to update the programme. The revised programme framework and resource materials were arrived at through a robust and inclusive consultative process that engaged with adolescents, teachers, officials in the Department of Education, subject experts from civil society, academic institutions and Government at all stages of drafting, pre-testing and finalizing the resource materials. The draft materials were pre-tested by 150 master trainers and 504 nodal teachers as well as posted on NCERT website for wider feedback. These efforts took time but played a crucial role in enhancing the relevance and ownership of the overall framework and programme content. Similar processes were adopted in Jharkhand, Odisha and Bihar for developing and/or adapting resource materials in state-specific programmes that enhanced their acceptability.

Even as early as the 1990s, learner-centric, participatory activities were recommended to transact the content; this focus has further increased with time with a growing recognition that meaningful learning can happen only when the teaching-learning processes value and engage with the experiences and realities of learners.

Adolescent concerns, life skills and learner-centric participatory activities were integrated in the self-learning materials of select scholastic subjects at the secondary level in the NIOS: a huge undertaking (2009-12) tailored to the needs of open school learners. This process of curriculum development and lesson writing was led by NIOS and NCERT, supported by UNFPA through a diverse group of stakeholders

including approximately 100 subject experts and practitioners. There were concerns around dilution of subject-specific content and whether learners would take longer to understand a concept if taken through a participatory learning route. These concerns were addressed systematically by exposing content experts to the preferences of learners and emphasizing that learning is likely to be better if the learning materials engage with the experiences of learners. The lessons can be accessed athttp://www.nios.ac.in/online-course-material/secondary-courses/. The revised self-learning materials were supported by relevant learning aids, for example a series of training videos *Learning Together, Learning Better* was developed to demonstrate classroom transaction materials using participatory methodologies. The programme invested in capacity enhancement of tutors who work with the open school system to enable them to effectively transact the updated materials.

UNFPA invested in developing handbooks on core papers in the B.Ed curriculum for Rajasthan University in close partnership with the Central Institute of Education, Delhi University and University of Rajasthan (2011-13). These materials have yet to be utilized for orienting teacher educators and, thereafter, trainee teachers.

Teacher Preparation

Experience within India and elsewhere suggests that a **critical mass of trained teachers** is important for meaningful implementation of CSE programmes in schools. Most AE programmes have established a norm of 2 trained (nodal) teachers per school, and invest in 4-6 days orientation training organized on a residential basis. The limitation of this approach is that 2 nodal teachers have the entire responsibility of transacting classroom based sessions which, depending on school size, may translate into a fair amount of additional work for them. Further, the teachers who work on this sensitive subject may feel isolated. It may be better to have a specified number of trained teachers for a specific student population in each school. The AEP in JNVs and KVs therefore set a goal of one trained teacher for every 150 secondary school students, and geographically scaled down to fewer states in 2010 in order to achieve this goal. Approximately 3-5 teachers per school were trained in these school systems in the selected states of Bihar, Odisha, Madhya Pradesh, Maharashtra and Rajasthan. However, it may not always be possible to enhance the number of trained teachers per school and programmes may need to invest in e-learning or hybrid learning approaches.

UNFPA initially used to contract expert NGOs to directly train nodal teachers of the KVs and JNVs. Although it was easier to standardize quality with external trainers, there were serious constraints — limited ownership within the system and more importantly, inadequate institutional capacity building. Starting 2010, the programme invested in a cadre of master trainers from within the school systems. Selection criteria were specified for identification of both master trainers and nodal teachers in an effort to improve the quality of the entire training.

While orientation training is critical, it is equally important for nodal teachers to have opportunities for refresher trainings as well as sharing experiences and learning. The electronic discussion forum in the AEP co-ordinated by NCERT provides the opportunity to raise concerns related to different aspects of AEP and seek solutions. More efforts need to be made to popularize the forum so that a larger number of teachers and officials in the department of education access it. The mentorship programmes should also facilitate opportunities for learning and exchange. Similar exchange programmes have been found useful in very diverse settings including Nigeria and Lagos.

Although it is recognized that preparing teachers to respond to adolescent concerns during pre-service training is one of the most cost effective and sustainable ways of scaling up, this aspect has not yet received adequate attention in various AE programmes in the country. Certain universities and departments of Education have taken the initiative in this direction, for example, Central Institute of Education, Delhi University, but far more needs to be done.

Implementation Modalities

Adolescence Education is implemented as a stand-alone initiative in all the above mentioned programmes except in NIOS where it is integrated in the scholastic subjects. There are pros and cons to both approaches. There is ongoing discussion on whether elements of AEP should be integrated throughout school curriculum or whether it should remain a stand-alone subject. If adolescent concerns are mainstreamed in the larger context throughout school education, no additional subject or programme will be needed. Hence, no additional programme specific resources will be needed for implementation or monitoring. However, there are also disadvantages. The school system throughout the country is not ready to absorb all the components of the currently conceptualized adolescent concerns in their true spirit. Specific pedagogical methods to actualize life skills development among learners are yet to find a rightful place in school curriculum. Furthermore, insufficient human resources, in terms of trained teachers, sensitized officials in the Department of Education, and overall shortage of teachers are likely to interfere with the core programme components, and youth concerns may not get addressed at all. Experience from Finland suggests that sexuality education as a separate subject during teacher training enhanced the overall quality of the programme (Apter, 2011). The learning from Thailand also suggests that when sexuality education was integrated in several subjects, there were cost issues as well as problems with scaling-up.

Supervision, mentoring, monitoring and evaluation systems are crucial especially when scaling up, as certain adaptations may be made and it is important to assess their impact on the quality of programme implementation. Monitoring data helps identify gaps in programme implementation, and take timely corrective measures as well as identify good practices that should be recognized. This information

also provides evidence based inputs for both the content and approach of the programme to enhance its impact and take well informed decisions at policy and implementation levels. Different programmes have set up diverse monitoring mechanisms. For the academic year 2015-16, the programme implemented in the KVs and JNVs has introduced an online reporting mechanism with a quarterly reporting requirement. It is expected that online reporting will enhance engagement and ownership of educational administrators in supporting the programme, and provide timely feedback as well as support to further improve school performance. In Bihar's *Tarang* programme, monthly reporting is the norm and the data are submitted by school principals in the DEO's office during monthly review meetings. An Integrated Voice Response System (IVRS) has been set up to receive monthly data in a predetermined format from the school principals. In addition, the mentors (Government school teachers trained as master trainers) and C3 staff visit every school twice a year to monitor the programme and provide mentoring support. During these visits, they collect basic quantitative data as well as information on quality aspects, such as students' rating of the AEP sessions, and also provide support to nodal teachers to ensure effective transaction of sessions, maintain session records, and report via IVRS and reporting formats. The DEOs also monitor implementation of *Tarang* during their school monitoring visits. In Jharkhand one officer from the DEO's office has been designated *Udaan Mitra* and is responsible for monitoring of *Udaan* implementation in the district. School monitoring visits to a sample of schools are made by *Udaan Mitras* and C3 staff. Key indicators from the monitoring formats have also been incorporated in the Educational Management Information System (EMIS).In Odisha, under the LSE Programme, every month principals of the tribal residential high schools submit monthly reports in a pre-designed format to the respective District Welfare Officers (DWOs). The reports are compiled and sent to the state Programme Management Unit (PMU), situated in the SC and ST Research and Training Institute. The PMU regularly analyses and provides feedback to the districts and undertakes random monitoring visits to schools. In 9 districts with high concentration of tribal residential schools, a district consultant is placed by UNFPA who undertakes supportive supervision visits to assess transaction of LSE sessions by nodal teachers.

In NIOS, public examinations conducted twice a year and On Demand Examinations conducted 5 days a week include life skills integrated questions. Review of AE within the regular review mechanisms is an important step towards institutionalization.

Inherent Flexibility and Responsiveness

An important reason for AEP staying relevant over decades has been its inherent flexibility and dynamic nature that made it responsive to the evolving needs of participating school systems and adolescents. For example, responding to mental health concerns of school going adolescents was not a core component of the AEP being implemented in KVS and NVS. However, recognizing that it was important to

address this issue to achieve the goal of health and well-being of adolescents, the programme made systematic investments in this direction. In 2011-12, UNFPA commissioned a review of counseling services provided by KVS and NVS teachers who had completed career guidance and counseling course offered by NCERT. The findings suggested that the trained teachers did not have the necessary administrative support to be able to provide first level of counseling services effectively. In partnership with the mental health organization *Sangath*, a pilot was initiated in 200 JNVs (residential schools) to orient staff nurses to provide first level of counseling services (2010-13). Process evaluation of this pilot in 2013-14 suggested that although the initiative was extremely relevant, it needed a team approach with orientation of approximately 10% school staff including teachers and staff nurses. The programme was re-envisioned with emphasis on team approach, group counseling on common adolescent concerns and a renewed focus on creating an enabling environment for the students. This modified version of the programme is known as AEP Plus and is being implemented in 70 JNVs of Hyderabad region in partnership with St John's Research Institute.

Given that there is a secular trend towards puberty at earlier age and that adolescents today have easier and better access to several sources, which inform as well as misinform; a clear need was articulated in favor of initiating the AEP from age 11 (grade 6 onwards) rather than from the currently prevalent age of 14 years (grade 9 onwards). In the process evaluation of Bihar-based program in 2013, approximately 60% principals and teachers mentioned that the programme should be initiated in classes 7 or 8. NCERT is leading the process nationally. Several organizations such as C3 and CorStone have developed curricula and materials for upper primary classes (grades 6-8). Through extensive consultative and collaborative processes, NCERT will work with the available resource materials rather than starting on a clean slate. It is expected that these materials would be available end-2016.

Utilizing Technology

There are several good reasons to make optimal use of appropriate technology. Guided by this realization, AEP launched the virtual Adolescence Resource Center in June 2014 (www.aearc.org). Online reporting has further encouraged use of the resource center and by June 2016, the website had 7350 registered users and 114,798 hits. The website received over 200 questions between June 2014 and December 2015 on different topics related to adolescent health and well-being; a confidential and anonymous response to individual questions was emailed back, and relevant questions (around 138) were added to the FAQs section of the website. NIOS invested in hybrid learning models in which technical sessions were conducted online and hands-on sessions were conducted on-site by master trainers to simultaneously orient over 500 tutors across India.

It is expected that with relevant advocacy and more focused discussion topics being floated on the electronic discussion forum, the virtual resource center will be better used by the participating school systems. Given the huge training load of orienting school staff and the need for refresher trainings, the programme is investing in developing e-learning materials to enhance the access and reach of programme specific training.

Active Engagement of Young People in Programme Design and Implementation

Different AEP initiatives are invested in actively engaging young peopleat all stages of programme design and implementation. Their inputs have been sought during development of materials, in orienting them as peer facilitators and through planned opportunities of shared learning through school-specific, regional and national events organized around the themes of adolescent health and well-being. These events generate a lot of enthusiasm and reinforce learning on thematic issues among students as well as teachers as events are organized in all the participating schools. Learner engagement activities have been immensely popular with NIOS where learners have fewer opportunities to demonstrate their talent. While 1600 learners participated in year 2014, the numbers swelled to 3930 in year 2015: this may be the largest ever congregation of open school learners and tutors in the world.

Way Forward

As discussed above, different adolescence education initiatives have made varying inroads to render school education more responsive to the needs and concerns of adolescents. For any educational initiative to stay relevant, it has to be dynamic and responsive to the needs and realities of its key target audience.

Training and resource materials specific to AE should be updated regularly. The queries received in the question boxes in participating schools are taken as a good guiding post to decide on the breadth and extent of revisions. If majority of the questions asked by students are around issues or themes not covered in existing materials, then the missing themes or information needs to be included. **Curriculum and text book revisions** should incorporate adolescent concerns in different subjects so that the core themes of AE get mainstreamed into school education.

Teacher preparedness is crucial to deal with the issues covered in the AE initiatives effectively as being sensitive and responsive to needs and concerns of students should be a universal principle that should not be restricted to AEP classes but should be applicable to all transactions in school settings. While different programmes have focused on **in-service training**, there have to be systematic plans for **refresher trainings and enhancing formal and non-formal opportunities for sharing of learning and experiences**. In this regard, improved use of technology through e-

learning, electronic discussion forums, putting up AE related achievements on the virtual platforms, as well as more physical opportunities for exchange and learning should be encouraged. The mentorship programme where one resource person provides guidance and support to 5-6 schools in the neighbourhood can also facilitate such learning. **Pre-service teacher training** needs systemic attention so that all teachers have a basic orientation to adolescent concerns and are prepared to respond to them. Several stakeholders articulated that teachers are not always comfortable in dealing with themes related to changes during adolescence, gender stereotypes, sexuality and sexual harassment and abuse. Given that these are some of the core components of AE initiatives and some of these inhibitions are part of the social discourse, the education and training programmes for teachers must pay specific attention to address them.

Scholastic performance is high on the priority list of educationists, school teachers, students and parents. Hence, initiatives such as the AE must clearly emphasize the importance of **holistic and integral education** where research has clearly established that learning improves when multiple dimensions are addressed and that the mental dimension of learning is likely to be better when the physical and emotional needs of learners are taken care of. Understanding that initiatives such as AE can contribute towards improving scholastic performance of students will go a long way in providing the initiative its legitimate space in school education. It is true that the school system is burdened with competing priorities. Furthermore, large class sizes could be a deterrent to effective use of participatory methods. However, all school-based initiatives have to work with the realities of the school system. Better use can be made of existing institutional spaces and mechanisms like the school assembly and Parent Teacher Association (PTA) meetings. Learner-centric, participatory pedagogies can be adapted for large group sizes. Continuous and Comprehensive Evaluation (CCE) also provides opportunities for mainstreaming life skills such as critical thinking, effective communication and decision making into teaching-learning processes.

Every AE initiative has a **monitoring mechanism**. It is important that adequate attention is given to enhancing system's capacities to monitor the programme. Monitoring should include a component of mentoring with more focus on qualitative aspects, attitudes and reinforcement of guiding principles of the programme. An important missing component in these programmes is a formal recognition and reward system that could motivate schools and teachers to do better. Although different programmes are adapted to diverse realities, it is important to standardize core objectives, achievements and measures of quality across initiatives. Furthermore, as an important component of institutionalization, review of AE should be integrated in the regular review mechanisms of each school system.

It is important to engage with the wider community and specifically parents on the relevance of AE so that they remain invested in the initiative and are able to argue

in its support. Once parents are convinced that AE components contribute towards holistic development of their wards, they will prove to be the biggest allies of the programme. Themes related to gender and sexuality address some of the more sensitive human experiences and are often imbued with moral values and judgements. Hence, initiatives like the AEP are likely to provoke strong reactions and opinions both in its favour as well as against it. Therefore, an important responsibility of programme planners is to consistently invest in expanding its support base, and systematically address the opposition. It is important to articulate that the programme is making sincere efforts to respond to the needs and concerns of school going adolescents. Furthermore, political will and commitment are important for ensuring that necessary resources are allocated to the programme. As political regimes change over time, there are no assurances of consistent support. Hence, when the political administration is supportive, it is important to formalize key agreements in favour of the programme, for example, mandating it in the school time table or including AE themes in in-service teacher training. This would give positive mileage to the programme even when political support may be inadequate as it may be difficult to revoke formal agreements especially since young people are increasingly recognized as an important constituency for all political parties.

Although School Health Scheme applies to most Government schools, strong organic linkages need to be established between the departments of education and health so that more benefits can accrue to the learners. For example, referrals for health concerns including mental health concerns should be streamlined. Similarly, the *Rashtriya Kishore Swaasthya Karyakram* (National Adolescent Health Programme) should be able to utilize the trained teachers and peer facilitators in schools to reach out-of-school children with relevant information.

It is important that the AEP invests in context specific research and documentation so that all aspects of programme design, implementation and monitoring are guided by evidence. Given that an educational initiative of this nature is process driven, the documentation and research should provide information on the qualitative aspects of the programme, as well as quantitative achievements.

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(Endnotes)

[1]Net enrolment ratio is defined as enrolment in primary education (grades 1-5) of the official primary school age group (6-10 years) expressed as a percentage of corresponding population.

[2]NCERT implements the National Population Education Project (NPEP) in 33 States and UTs. This initiative works through theme-based activities such as the role plays, folk dances, poster making, quizzes and other participatory events such as observation of certain days such as the World AIDS Day, International Women's Day etc. AEP themes are a major focus of NPEP activities besides other relevant themes such as care and respect of elderly or clean India campaign. In 2015, these events were organized in state board schools across approximately 480 districts.

[3]During the Tenth Five Year Plan Government of India decided to introduce a composite centrally sponsored scheme of 'Quality Improvement in Schools' by merging the following five existing schemes (i) Improvement of Science Education in Schools (ii)Promotion of Yoga in Schools (iii)Environmental Orientation to School Education (iv) National Population Education Project (v) International ScienceOlympiads. Improvement of science education in schools has since been transferred to the state governments as state sector scheme and remaining four components are being implemented by theNCERT. (Report of the Steering Committee Secondary, Higher & Technical Education for the Eleventh Five Year Plan (2007-2012) Retrieved from http://planningcommission.nic.in/aboutus/committee/strgrp11/str_hsedu.pdf

[4]**KendriyaVidyalaya (KVs)** is a system of central government schools in India that have been instituted under the aegis of the Ministry of Human Resource Development

[5]**JawaharNavodayaVidyalayas** (JNVs) are a system of alternate schools for rural economically disadvantaged but scholastically gifted children. They are run by NavodayaVidyalayaSamiti (NVS), an autonomous organization under the Ministry of Human Resource Development , Department of Education, Government of India. JNVs are fully residential and co-educational schools

[6] It was proposed to have 4 peer facilitators in each school but this component of the programme is not universally implemented in all the JNVs and KVs.

[7]Adolescence Resource Centre (ARC) is an online interactive portal for text and audio-visual on different aspects of adolescent health and well-being. ARC also supports a moderated electronic discussion forum that provides school teachers a space to articulate their issues on different aspects of Adolescence Education

Program and share their experiences and learning. Value added features include an online question box where any individual can raise queries in an anonymous manner and get confidential responses. Explore different features of ARC by logging on the website.

[8]An AEP documentary film that highlights the key activities in the program can be accessed from http://www.aeparc.org/video-gallery

[9]NIOS provides a second chance at education to thousands of young people who drop out of formal schools often because they cannot afford formal school education

[10]The **Kasturba Gandhi BalikaVidyalaya** scheme was introduced by the Government of India in August 2004, then integrated in the SarvaShikshaAbhiyan program, to provide educational facilities for girls belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes, minority communities and families below the poverty line in Educationally Backward Blocks.

Environmental Literacy Programme - An Innovative Approach in Tribal Education

Manoj Sebastian

Tribe is a social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect, typically having a recognized leader. A tribe is viewed, developmentally or historically, as a social group existing before the development of, or outside, states. A tribe is a group of distinct people, dependent on their land for their lively hood, who are largely self sufficient, and not integrated into the national society. It is perhaps the term most readily understood and used by the general public. Stephen Corry, Director of Survival international, the world's only organization dedicated to the indigenous rights , defines tribal people as those who " …have followed ways of life for many generations that are largely self – sufficient, and are clearly differed from the mainstream and dominant society." This definition, however, would not apply in countries in the Middle East such as Iraq, where the entire population is a member of one tribe or another, and tribalism itself is dominant and mainstreamed. India is the home land of many groups of Indigenous people, who are still untouched by the lifestyle of the modern world. As per 2011 Census the total tribal population was 104.55 million and hence, India has the largest tribal people in the world. The tribal people are also known as "Adivisis", many of whom are the poorest and still depend on hunting, agriculture and fishing. Some of the major tribal groups in India are - Abors, Aptanis (Arunachal Pradesh), Badagas, Kotas, Todas (Nilgiri in Tamil Nadu), Baiga, Kol (Madhya Pradesh), Bhils (Madhya Pradesh and Rajasthan, some in Gujarat and Maharashtra), Bhot, Gaddis, Gujjars (Himachal Pradesh), Bhotias Garhwal and Kumaon regions of Uttarakhand), Chakma (Tripura), Chenchus (Andhra Pradesh, Odisha), Garos (Meghalaya), Gonds (Madhya Pradesh, Bihar, Odisha, Andhra Pradesh), Jarawas (Little Andamans), Khas (Jaunsar-Babar area in Uttar Pradesh), Khasis (Assam, Meghalaya), Kuki (Manipur), Lepchas (Sikkim), Lushais (Mizoram), Murias (Bastar in Madhya Pradesh), Mikirs (Assam), Mundas (Bihar, Odisha, West Bengal), Nagas [Angami, Sema, Ao, Tangkul, Lahora] (Nagaland, some in Assam and NEFA region), Oarons [also called Kurukh] (Bihar, Odisha and West Bengal), Onges (Andaman and Nicobar islands), Santals (Birbhum region in Bengal, Hazaribagh, Purnea in Bihar, Odisha), Sentinelese (Sentinel Island, Andaman and Nicobar), Shompens (Andaman and Nicobar), Uralis (Kerala) and Warlis (Maharashtra). All these tribal people have their own culture, tradition, language and lifestyles.

Along with increase in the population of India, tribal population also increases which can be seen in the Census figures. Following is the table which shows the number of people in 2001 and 2011 Census:

Table- 1
Total Population and Tribal population – Census 2001 and 2011

Census year	Total population – India (in millions)			Tribal population – India (in millions)		
	Total	Male	Female	Total	Male	Female
2001	1028.74	532.22	496.52	84.33	42.64	41.69
2011	1210.85	623.27	587.58	104.55	52.55	52.00

Total population of Scheduled *Tribes was* 8.2% of the *total population* of the country in 2001 Census. *Scheduled tribe population* lived in rural areas was 10.4% while in urban areas it was only 2.4%. This trend continued in 2011 Census also. Total population of Scheduled Tribes was 8.6% of the total population of the country with 11.3% in rural areas and 2.8% in urban areas.

As per 2011 Census Madhya Pradesh, Maharastra, Odisha, Gujarat, Rajsthan, Jharkhand, Chhattisgarh, Andhra Pradesh, West Bengal, and Karnataka are the states having larger number of Scheduled Tribes. These states account for 83.2% of the total Scheduled Tribe population of the country. Assam, Meghalaya, Nagaland, Jammu & Kashmir, Tripura, Mizoram, Bihar, Manipur, Arunachal Pradesh and Tamil Nadu account for another 15.3% of the total Scheduled Tribe population. The share of the remaining states/UTs is negligible. Lakshdweep, Mizoram, Nagaland, Meghalaya, Arunachal Pradesh, Dadra & Nagar Haveli, are predominantly tribal States /Union territories where Scheduled Tribe population constitutes more than 60% of their total population. No Scheduled Tribes are notified in Punjab, Chandigarh, Haryana, Delhi, and Puducherry.

The tribal population is well nit and always lived in a secluded and self-contained atmosphere has slowly started moving into the mainstream of population in view of the need for development and opportunities provided by the governmental agencies. Educational opportunities have almost reached their doorsteps which give enlightenment. However, still a long way to go to educate all the tribal population even though their number is less. Specialists working for tribal development are split into two sets of views – one, tribes should be allowed to live in their own traditional way without changing their lifestyles as they have got security and stability till date. Another view is that if the country aims at inclusive growth, no group or groups can be left out and hence, slowly tribes should be brought into the mainstream but at the same time maintaining their own identity without disturbing their social structure. Anyway, no one denies that education should not be given to tribes and hence, special schools are opened in tribal areas and the children are encouraged to pursue formal education. But many times the tribal children are lagging behind in education

and school dropouts are common among them. Many studies reveal that one of the major reasons for the educational backwardness of the tribal students is the illiteracy of parents. The main constrains for the literacy and education of tribal people are the indigenous language which does not have any scripts except a few like Santhals.

Tribals of Kerala

Tribals, famously called Adivasis in Kerala are the indigenous population. There are 36 tribes in Kerala and they are – Adiyan, Alar, Arandan (Ernadan), Cholanaikkan, Eravallan, Malappulayan, Irulan, Kadar, Kammara, Kanikkar, Kattunayakan, Kochu Velan, Kondakapus, Kondareddis, Koraga (Koragar), Kota, Kudiya (Melakudi), Kurichchan, Kurumans, Kurumbas (Kurambar), Maha Malasar, Malai Arayan, Malai Pandaram, Malai Vedan, Malakkuravan, Malasar, Malayan, Mannan, Marati, Muthan, Mudugar, Muduvan (Muthuvan), Paliyan (Palleyan, Palliyar, Paanan), Paniyan (Parayan), Ulladan and Uraly. Most of the tribal people of Kerala live in the forests and mountains of Western Ghats bordering Karnataka and Tamil Nadu.

According to 2011 Census the tribal population of Kerala was 4.85 lakh while it was 3.64 lakh in 2001 Census. Wayanad has the highest number of tribals followed by Idukki and Palakkad districts. The Paniya (Paniyar) are the largest among the major 36 tribes.

Tribal people groups who are food-gatherers (without any habit of agricultural practice), with diminishing population and very low or little literacy rates can be called as Primitive Tribes. Cholanaikkans, Kurumbas, Kattunaikans, Kadars and Koragas are the five primitive tribal groups in Kerala. They constitute nearly 5% of the total tribal population in the state. Cholanaikkans can be said as the most primitive of them and found only in the Malappuram District.

Only a handful of families are living in the Mancheri hills of Nilambur forest division. Kattunaikans, another lower-hill community related to Cholanaikkans are mainly seen in Wayanad district and some in Malappuram and Kozhikode districts. Kadar population is found in Thrissur and Palakkad districts. Kurumbas are living in the Attappady Block of Palakkad district. The Koraga habitat is in the plain areas of Kasaragod district.

Literacy scenario of Kerala

Kerala is one of the most literate states of India. As per 2011 Census the literacy rate of Kerala was 94% with male literacy at 96.11% while female literacy was at 92.07%. There are 14 districts in the state, the literacy rate of which both in 2001 and 2011 Census is given below:

Table – 2
District-wise Literacy rate – Census 2001 and 2011

Districts	Census 2001			Census 2011		
	Total	Male	Female	Total	Male	Female
Kasargod	84.57	90.36	79.12	90.09	94.05	86.49
Kannur	92.59	96.13	89.40	95.10	97.19	93.29
Wayanad	85.25	89.77	80.72	89.03	92.51	85.70
Kozhikode	92.24	96.11	88.62	95.08	97.42	92.99
Malappuram	89.61	93.25	86.26	93.57	95.76	91.62
Palakkad	84.35	89.52	79.56	89.31	93.10	85.79
Thrissur	92.27	95.11	89.71	95.08	96.78	93.56
Ernakulam	93.20	95.81	90.66	95.89	97.36	94.46
Idukki	88.69	92.33	85.02	91.99	94.56	89.45
Kottayam	95.82	97.34	94.35	97.21	97.97	96.48
Alappuzha	93.43	96.27	90.82	95.72	97.36	94.24
Pathanamthitta	94.84	96.41	93.43	96.55	97.36	95.83
Kollam	91.18	94.43	88.18	94.09	96.09	92.31
Thiruvananthapuram	89.28	92.64	86.14	93.02	95.06	91.17

The literacy rate of India as per 2001 Census was 64.83% and as per 2011 Census it was 73%. Comparatively all the districts in Kerala were far ahead of the national average in both the Census. In between the districts Palakkad was the one lagging behind all other districts in 2001 Census. However, it took one notch above Wayanad district in 2011 Census, though the difference was only 0.28 points.

Tribal literacy scenario of Kerala

The tribal literacy of Kerala as per 2011 Census was 72.77% and having the literacy gap of 21.14% with the overall literacy rate of the state which was 94%. Following table gives the decadal difference of literacy among general population and tribes:

Table-3
Decadal difference of Literacy among General population and Tribes

Particulars	2001		2011		Decadal growth
	Literacy rate	Literacy Gap	Literacy rate	Literacy Gap	
Literacy rate of India	64.8	-	73.00	-	8.2
Tribal Literacy of India	47.1	17.7	58.95	14.05	11.85
Literacy rate of Kerala state	90.9	-	93.91	-	3.0
Tribal Literacy- Kerala	64.4	26.51	72.77	21.14	8.37
Literacy rate of Palakkad District	84.35	-	89.31	-	5.96
Tribal Literacy of Palakkad District	40.2	44.15	57.63	31.68	17.43
Literacy rate of Attappady Block	49.55	-	66.89	-	17.34
Tribal Literacy rate of Attappady Block	38.62	10.93	62.11	6.06	23.49

Source: Census Reports 2001 and 2011

Attappady in Palakkad District

Attappady is an extensive mountain valley at the headwaters of the Bhavani River nestled below the Nilgiri Hills of the Western Ghats. It is bordered to the east by Coimbatore district in Tamil Nadu, on the north by the Nilgiris, south by the Palghat taluk and on the west by Karimba-I and II, Pottassery-I and II, and Mannarghat revenue villages of Mannarghat taluk of the Palghat District and Ernad taluk of the Malappuram district. The 249 km Attappady Reserve Forest is an informal buffer zone bordering the Silent Valley National Park to the West. Around 81 km of this forest was separated to become most of the new 94 km Bhavani Forest Range which is part of the 147.22 km Silent Valley Buffer Zone formally approved by the Kerala Government. The zone is aimed at checking the illicit cultivation of ganja, poaching and illicit brewing in areas adjacent to Silent Valley and help long-term sustainability of the protected area. There is a Government Goat Farm at Attapadi village which has the "Attapadi Black" breed available. The elevation of Attapady valley ranges from 750 meters (2,460 ft) to the Malleswaram peak at. The Bhavani River flows from the Northwest around the mountain in a tight bend past Attappady village and continues to the Southeast.

The literacy rate of the tribal population in Palakkad district as per 2001 Census was 40.2% which increased to 57.63% in 2011 Census. At the same time the literacy rate of tribal population in Attappady was 38.62% in Census 2001 which increased to 62.11% in Census 2011 (2011 Census figure almost corroborates the tribal survey conducted in the year 2008 in which the literacy rate of tribal population in Attappady was 60.83%). This shows the decadal increase in literacy rate of Attappady block was 17.34% while the increase in the literacy rate of tribal people was 23.49% during the same period. This increase was many times more than that of the general literacy rate in the state, district and among the tribal areas.

This may be due to the major literacy intervention through Environmental Literacy Programme (ENLITE) conducted during the period 2001 to 2011. This programme was implemented in addition to the ongoing Continuing Education Programme (CEP). The ENLITE was conducted under the aegis of Attappady Hills Area Development Society (AHADS) with the technical and monitoring support of Kerala State Literacy Mission Authority and the State Resource Center, Kerala.

Attappady Hills Area Development Society

Attappady belongs to the revenue district of Palakkad is also credited as the only tribal development block in the state of Kerala. Attappady Block is divided into three Gram Panchayats namely Agaly, Sholayoor and Puthur. The population of Attapady as per 2011 census was 64,318, out of which, the tribal population constituted 42.95%. There are 3 different groups of tribes and they are Irulars, Mudugars and Kurumbars settled in 192 hamlets in Attappady. The Irulars and Mudugars are generally agricultural laborers, while Kurumbars are the primitive tribal group.

Many documents reveal that around 82% of the total area of Attappady was thick forest upto the year 1959. This was reduced to 20% in 1976 due to a large number of outsiders and migrants who came to settle in this area resorted to felling of trees which resulted in deforestation and soil erosion. This almost changed the marshy wet forests of Attappady as the 'desert' of Kerala. The rivers which were flowing with abundant water have now become dry. Livelihood of the inhabitants also drained. Almost half of the total area has become waste land. This has affected the social, economical and health conditions of the aboriginals who were mostly the direct dependants of the forests. Land encroachment, malnutrition, anemic problems, exploitation, alcoholism and other social issues increased as a result of this.   The state and central government spend cores of rupees for the upliftment of Attappady but the environmental and social issues remain the same till date. To tackle the environmental issues and to promote the socio-economic conditions of the inhabitants, mainly the tribes, the Government of India launched a project with the financial aid of Japan Government namely 'Attappady Waste Lands Comprehensive Environmental Conservation Project' (AWCECOP) in 1996. In order to manage this project, the State Government constituted an autonomous organization 'Attappady Hills Area Development Society' under the department of rural development. The main objective of this Society was to rejuvenate the distorted environment of Attappady in a sustainable and participatory mode considering the total development of the aboriginals in an eco- friendly manner.

Environmental Literacy programme

Literacy was not a component of the environment conservation project of AHADS till 2004. During the course of development activities, it has come to the notice of the authorities that illiteracy and lack of education was hindering the process of sustainable development. Meanwhile the Continuing Education Programme also started in the

district and the Palakkad District Literacy Mission Authorities sought the support of AHADS to eradicate the social cause of illiteracy from this tribal belt. Simultaneously demands were also raised from the tribal community for literacy and continuing education and they informed that they are interested to study in their own language and not in the state standard mother tongue. The three tribal groups in Attappady have three different languages i.e. Irula, Muduga and Kurumba as their own and these languages have no scripts too. To meet the felt needs of the tribal population, AHADS joined hands with Kerala State Literacy Mission Authority and State Resource Center Kerala and the result was a new concept of developing literacy primers in tribal language with scripts, using Malayalam was developed. Since AHADS project had focus on environmental rejuvenation, they insisted to include lessons based on environmental issues and thus focus of the literacy primers were more on these. Having this dual object of literacy and environmental education, the programme was named as 'Environmental Literacy Programme' which was in short called 'ENLITE'.

The major activities of ENLITE Programme were - Literacy classes in tribal language, preparation of curriculum focused on Environment education, development of literacy primers in tribal languages, selection of Instructors, especially women, from the same hamlet and community, participatory training for inclusive development and education, preparation of training and learning materials in an inclusive and participatory mode, use of Malayalam scripts for the spoken tribal languages, preparation of Link Primer from tribal languages to Malayalam, launching of Equivalency courses for 4th, 7^{th,} and 10th standard level, awareness generation and sensitization on all social issues, opportunity for the performance of traditional dances and music, strengthening the tribal medical practitioners with scientific base, empowerment of women to increase their status, leadership trainings and strengthening of people's organizations, vocational and traditional skill upgradation training, regular monitoring and field visits and publication of monthly information Bulletin - 'jedhe', 'uisire' in tribal language.

The ENLITE programmme started in September 2004 in 12 hamlets of Attappady. The classes at night were organized at the door steps of the tribal people in their hamlets. The tribal language was the medium of instruction and an educated tribal woman from the hamlet was selected as the Instructor. The classroom teaching not only taught the tribal people to read and write but also develop an understanding of the surrounding natural environment. After the first phase evaluation, the classes were further extended to 120 hamlets and continued till the winding-up of AHADS project in 2012 in the form of Bridge and Equivalency courses. As per the records of AHADS, around 2000 tribal people have benefited in this programme.

Hence, the researcher conducted a study on this.

Relevance of the study

The ENLITE programme was unique and an innovation in the field of tribal literacy

and education. It was a new method to educate the tribal non-literates who speak in their own dialects which have no written scripts. The effort of AHADS to make them literate by using the tribal languages with the help of Malayalam script found to be a new method for educating the people who speak vernacular languages with no scripts. The researcher believes that the duel concept of providing literacy through the tribal language and familiarizing them the state language and also providing value education on environment conservation is a step ahead for the overall development of tribal people in Attappady. Moreover, the method can also be helpful for the educators, officials and outsiders to learn, speak, and understand the tribal languages more easily since the scripts are used with the state language Malayalam. A deep study on the impact of this programme can give light to the educational and empowerment possibilities of these types of people who have dialects without scripts and can bring out issues and problems related with the programme. Thus, the study can bring forth the strengths, prospectus and limitations of the programme which can be helpful for the education and development of large number of illiterate tribal people and other similar communities in Kerala, India and even abroad.

Beneficiaries

The target group included illiterate and semi-literate tribal people in the then 187 tribal hamlets of Attappady. Children under the age of 15 who discontinued from schools or not attended school at all were also permitted to attend the classes

Objectives of the Study

1.   To identify the various programmes organized by AHADS in connection with ENLITE programme.

2.   To analyze the impact of ENLITE Programme on the educational, social, cultural and environmental conditions of the tribal people in Attappady.

3.   To explore the possibility of providing literacy to the illiterate tribal and non-tribal people who speak vernacular languages without script.

Methodology of the study

The study conducted was empirical in nature. Since the programme and study were the first of its kind, the present study was more exploratory. The data was gathered through survey of sample groups selected from the target population. Hence, the method was mainly survey.

Selection of sample

Samples were selected from the beneficiaries [learners] and functionaries of

ENLITE programme. Stratified random samples of fairly adequate size from three tribal groups were considered for the selection of beneficiaries. In all 570 was the total sample taken out of which learners were 460, Instructors 60, officials 30 and community representatives were 20. The details of the primary data given in the following table:

Table - 4
Selection of sample

N o .	S a m p l e	N u m b e r
1	L e a rn e rs	4 6 0
2	In s tru c to rs	6 0
3	O ffic ia ls	3 0
4	C o m m u nity re p res en ta tiv e s	2 0
	T o t a l	**5 7 0**

Tools for data collection

The data was collected by using Interview schedules for learners and community representatives and Questionnaires for Instructors and officials. The questions in the tools were pre-tested and corrected after verifying with the selected groups and in consultation with experts/subject specialists.

Analysis of the data

The primary data collected were grouped, coded and tabulated in simple table and analysis was done based on the relevant statistical methods and cross checked with secondary data. Interpretations were done based on the same.

Major Findings

1. A major literacy intervention in Attappady during 2001 to 2011 period was ENLITE. Hence, it can be stated that the literacy level of tribes in Attappady during the Census decade (2001-2011) increased mainly due to ENLITE programme.

2. Irulas being the major tribal group in Attappady, most of the literacy classes were organized for them. It has been found that 63% of the ENLITE classes were in Irula hamlets followed by 27% in Muduga hamlets and 10% in Kurumba hamlets.

3. It has been found that all the Instructors of ENLITE programme belongs to tribal communities of Attappady and the clans of Instructors also at par with the classes.

4. Educational qualification of the Instructors engaged in ENLITE programme is of 10th standard or above.

5. Vast majority of the learners found to be in the age group 15-45. Hence, they are either youths or middle aged persons. Providing education to persons in that age group contributes to the overall development of the nation in general and tribes in particular.

6. Study also revealed that female benefited more in ENLITE programme with 78% participation while male was 22%. This indicates the higher level of interest shown by tribal women in literacy and continuing education as well as in environment conservation. It is also important that among the illiterate men, majority found to be not attending the literacy classes regularly. Following table indicates participation of male/female from different tribal categories:

Table - 5
Sex wise distribution of learners

No.	Category	Male	Female	Total
1	Irula	74 (16%)	174 (37%)	248 (53%)
2	Muduga	20 (4%)	134 (29%)	154 (33%)
3	Kurumba	8 (2%)	56 (12%)	64 (14%)
	Total	**102 (22%)**	**364 (78%)**	**466 (100%)**

7. It has become clear that the increase in literacy rate of Attappady tribal block as a whole and of tribal people in Attappady block between 2001 and 2011 Census was more due to the implementation of ENLITE programme.

8. ENLITE classes enabled the illiterate tribal people to learn literacy not only in their own tribal language but also enabled them to use/write Malayalam scripts.

9. ENLITE class provided opportunity for the illiterates, neo-literates and dropout tribal adults to continue their education through equivalency classes. The learners who completed ENLITE class joined for 4th standard equivalency and those who pass it have joined for 7th and 10th equivalency classes. Hence continuing education made possible through ENLITE programme.

10. Dropout of students from schools has decreased and enrolment in schools has increased during the decade. The confidence level of parents for supporting their children in education has also increased mainly because of ENLITE programme.

11. Instructors being from the same community and hamlet and the classes are also in the same hamlet motivated the learners a lot to participate and interact more freely in the classes.

12. ENLITE programme resulted for the documentation of tribal languages through li teracy text books (primers), hand books and monthlies like 'jedhe', 'uisire', though the script used was Malayalam. The usage of tribal language in ENLITE programme promoted the educational interest of the tribal people. They also recommend ENLITE model for other tribal communities as an effective way of teaching literacy. The usage of tribal languages in environment literacy programme was helpful for the instruction or teaching illiterate tribes in Attappady.

13. Since the Instructors consider it as their responsibility to up-bring their fellow community members, emergence of new leadership occurred gradually. The honorarium received by the Instructors was a financial support for their families and has become one of the motivational factors. This encouraged others also look for such an opportunity.

14. Study reveals that usage of Malayalam scripts for the literacy primer in tribal language was comfortable for both the tribal learners and Instructors. The methodology adopted in ENLITE class helped the learners to study in their own mother tongue and the tribal Instructors found it easy to teach them as it is also their own language. The methodology adopted in ENLITE programme made them literate in both tribal languages as well as in Malayalam scripts. With the support of a bridge text the learners could easily acquire proficiency in Malayalam. Thus the ENLITE programme helped the tribal learners to study and understand state language Malayalam more easily.

15. There was an active involvement and participation of learners in the classes. This was because of the curriculum and the strategy of instruction. The text (ENLITE primer) in the mother tongue of tribals which contains matters related to their life and surroundings attracted the learners to involve actively and contribute positively in the classes.

16. ENLITE programme helped tribal people to learn and propagate their own languages and also to protect them for the generations next.

17. Study also proved that literacy classes focused on environment have promoted the environment and vegetation of Attappady. The analysis revealed that learners planted, protected and promoted planting of trees and plants.

18. The awareness generated motivated the learners to involve actively in water conservation programme which resulted in increased availability of water in Attappady. The dried-up rivers and water sources rejuvenated because of the

environment protection programme of AHADS, where the learners and Instructors were the active participants. All the respondents stated that the uncontrolled grazing of cattle and sheep that hinders the growth of plants and forest could be reduced due to the awareness generated through ENLITE classes as well as through the intervention of AHADS.

Table-6
Impact on Environment

No	Environmental Impacts	Agree n=466	Percentage
1	Helped to increase or improve the vegetation	462	99.14
2	Promoted and planted trees and plants	460	98.71
3	Increased the availability of water	440	94.43
4	Promoted Environment Conservation programmes	444	95.27
5	Dried-up rivers and water sources rejuvenated	442	94.85
6	Encouraged controlled grazing of cattle and sheep	466	100.00
7	Reduced soil erosion	439	94.21
8	Decreased cutting of trees and plants	448	96.13
9	Limited the use of fire wood	398	85.40
10	Reduced use and throw plastics	462	99.14
11	Started water harvesting through different methods	456	97.85
12	Traditional and non-traditional agricultural practices improved	464	99.57
13	Use of chemical pesticides and fertilizers reduced	458	98.28
14	Availability of water and Water sources increased	452	97.00

19. Soil erosion could be reduced due to various programme of AHADS. Around 96% of the learners stated that cutting of trees and plants reduced a lot in Attappady. Majority of the learners stated that they have controlled or reduced use of fire wood. This automatically reduced cutting of trees and plants and thus promoted environmental sustainability. Use and throw of plastics have been reduced a lot, instead paper bags preferred. The traditional and non-traditional agricultural practices in Attappady improved a lot.

20. Around 98% of the learners said that use of chemical fertilizers as well as pesticides has been reduced and use of natural bio-fertilizers like cow dung increased. The intervention of AHADS helped to maximize the water harvesting practices and the availability of water through various sources has also increased due to environment rejuvenation.

21. The status of women in Attappady has improved. All the respondents stated that empowerment of tribal women in Attappady happened mainly through ENLITE programme, which provided opportunity to tribal women for education and self-realization This has resulted in strengthening of community organizations such

as 'Thai Kula Sangam,' 'Ooru Vikasana Samithi' etc. and reflected in the panchayat elections also as many women contested as the representatives of community organizations independently.

22. The tribal culture has been recognized and tribal songs and dances promoted as part of ENLITE classes. The traditional practice of agriculture, food, medicines etc. of the tribes in Attappady has got primacy. The traditional tribal arts and crafts and the rituals and values were promoted due to ENLITE programme. It has been proved that the social and cultural traditions of tribes in Attappady has been protected and promoted because of AHADS's intervention through ENLITE programme.

23. Social issues like alcoholism; drug addiction etc have been reduced considerably because of ENLITE classes.

Suggestions

1. In order to sustain the process of development, especially tribes, it is necessary to improve the literacy and educational level of tribal people, including the primitive tribes, who reside in the remote forest areas. Special efforts can be made both by central and state governments to improve the literacy level of tribes by organizing classes for non-literates.

2. Kerala has around 40 different groups of tribes and they converse in their own dialects. As everyone has the right to be educated in their own mother tongue, the literacy and continuing education programme for tribes can be made in their dialects. Also in schools tribal languages can be used with Malyalam script upto primary level to enable the students to understand the contents of the lessons better and at the same time can learn the languages fast.

3. Environmental literacy programme of AHADS in Attappady was a successful model in tribal literacy and environment protection. Similar such method can be used elsewhere also to educate the tribal people on environment and teach the non-literates.

4. Teaching-learning materials used in Attappady with tribal languages in Malayalam script found to be a successful one. This can be replicated in other places and also in other languages too.

5. ENLITE model enabled the teachers or outsiders to pronounce the tribal language more easily and can also be used as a method for the teaching and learning of indigenous languages. This will be of great use for the development workers who are posted in tribal areas.

6. Once again it has been proved that in the absence of assured continuity of follow-up programme in literacy made the neo-literates to become illiterates in course of time. Hence, follow-up and continuing education should be an integral part of the whole programme.

7. There is an urgent need to start lifelong learning centers in all the tribal hamlets of Attappady so that continuing education is ensured. Adequate opportunities should be provided for those successfully completing the literacy classes to go for horizontal mobility in pursuing further education.

8. Educated youths/students from the same or nearby tribal hamlets made as literacy Instructors not only provided employment opportunity and financial strength but also motivated them to serve for the development of their own people.

9. As part of motivation the course curriculum and reading materials prepared centered round the life of tribal people like the environment in forest, health, water, agriculture, development and social issues. In literacy classes tribal songs, music, dance were used more frequently. This motivational concept is found to be easily replicable in other places also.

10. Formation of community based organizations, especially of women, can be encouraged which found to have contributed a lot for the empowerment of women and emergence of new leadership among the tribes.

11. High female participation in ENLITE programme indicates that women are interested to study if given opportunity. Hence, it is necessary to provide them adequate opportunities not only in literacy programme but also in regular system of education.

Conclusion

Most of the tribal population in India lives in interior forest areas and remote areas, may be they like the natural environment and inside desire of keeping their own identity for long. However, they may not know that indiscriminate use of forest areas and forest products both by them and by the encroachers from outside may one day deprive them of the luxury of present life and also for the future generation. As the world is growing fast with globalization and fast growing economies, no one individual or groups can be kept outside the purview of development. Inclusive growth can be a reality only if all the sections of the society grow together and enjoy the fruit of development. Hence, tribal population also must be an integral part of development. However, care should be taken to keep their individual identity while they are integrated to the mainstream of life.

The attempts made by Attappady Hills Area Development Society (AHADS) to

create awareness among the tribal people on the need of protecting the environment and address the social issues which cause a lot of damage for their personal life and development were appreciable. Though, literacy was not a programme of AHADS in the beginning, but by introducing Environmental Literacy Programme (ENLITE) in the overall efforts not only enabled the learners to learn more about the environment protection and water conservation but also helped to acquire literacy skills through their own dialects in state standard language of Malayalam. Different methods used in this programme as enumerated above have given faster pace for achievement. The best thing is whatever has been followed in this programme can be easily replicable in other places/other groups.

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Tamil News Television Channels - Expectations of Viewers

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Introduction

Mass Media is the technology that is intended to reach the mass audience. It is the primary means of communication used to reach the vast majority of the general public. The most common platforms for mass media are newspapers, magazines, radio, television and the internet. The general public typically relies on the mass media to provide information regarding political issues, social issues, entertainment and news in pop culture. The mass media has evolved significantly over time. The significant advancement made in this area can be fully appreciated only if one knows how the latest news and information was communicated in the past. Before internet, television or the radio, there was the newspaper which was the original platform for mass media. For a long period of time, the public relied on writers and journalists for the local newspapers to provide them with the latest news in current events. Centuries later, in the 1890s, came the invention of the radio which soon could supersede the newspaper as the most pertinent source for mass media. Families used to gather around the radio and listen to their favourite radio station programmes to here the latest news regarding politics, social issues and entertainment. Later on came the invention of the television. The television could soon replace the radio for the most effective platform to reach the general public. Today, the internet is the most relevant form of mass media and has become a major tool for news outlets. Since the evolution of the internet, the general public is now able to access those same news outlets in an instant with just a click of a mouse, instead of having to wait for scheduled programmes. Through the mass media, news outlets have a major influence on the general public and a major impact on the public's opinion on certain topics. In many cases, the mass media is the only source that the general public relies on for news. Mass media also plays a critical role in educating the public.

In the 2000s, classification of seven mass media became popular and they are (enumerated in the order of introduction):

- Print (books, pamphlets, newspapers, magazines, etc.) from the late 15th century
- Recordings (gramophone records, magnetic tapes, cassettes, cartridges, CDs and DVDs) from the late 19th century

- Cinema (from about 1900)
- Television (from about 1950)
- Internet (from about 1990)
- Mobile phones (from about 2000)

Each mass medium has its own content types, creative artists, technicians and business models. With all competition between the mass media, television is still popular because of the visuals in colour and provides a lot of value added information.

Television is a telecommunication medium used for transmitting sound with moving images in monochrome or in colour, and in two or three dimensions. It can refer to a television set, a television programme, or the medium of television transmission. The television is a mass medium, for entertainment, education, news and advertising. Television becomes available in crude experimental form in the late 1920s. After World War II, an improved form became popular in the United States and Britain, and television sets became common in homes, business establishments and institutions. During the 1950s television was the primary medium for influencing public opinion and in mid 1960s, colour broadcasting was introduced in the United States and in most of the developed countries with the result colour TV sets became popular.

Television signals were initially distributed only as terrestrial television using high powered radio frequency transmitters to broadcast the signal to individual television receivers. Alternatively television signals were distributed by coaxial cable or optical fibre, satellite systems and via the internet. Until the early 2000s, these were transmitted as analogue signals but countries started switching to digital, which was expected to be completed worldwide by late 2010. A standard television set is composed of multiple internal electronic circuits, including a tuner for receiving and decoding broadcast signals. A visual display which lacks a tuner is correctly called a video monitor rather than a television. A television station is a type of broadcast station that broadcast both audio and video to television receivers in a particular area. Traditionally, TV stations made their broadcast by sending specially- encoded radio signals over the air, called terrestrial television.

In the past few years television became so famous in India with the result a large number of television channels have come into existence, of course many on payment. This is apart from the foreign channels beamed in India. Though the viewers cannot see all the channels, they have the freedom to choose the desired channels for which the fee differs from one package to the other. As the channels are in different languages, the viewers normally choose those channels of their desired language and programme interest.

Tamil Nadu is not an exception. There are a number of Tamil channels beaming programmes right from entertainment, news, matter of interest for the general public,

culture, even religion, etc. Some of the channels are exclusively for news and some others are for cinema related programmes. Religious groups also have opened channels in which religion related programmes – prayers, songs, discourses are telecast.

Hence, a study was conducted to know the expectations and choices of viewers in Tamil Nadu about the Tamil Television Channels.

Review of Literature

Before conducting the study the investigator conducted **review of literature** to know from the past studies the outcome of the viewers' opinion and expectations on the television programmes. They are:

(i)   Variable affecting the coverage of Arab issues on Arab News Channels was conducted by Hala El- Baghdadi, Cairo University, Egypt (2007). The main findings are:

The most important news channels on which the Egyptian and Qatari elite rely are arranged in terms of preference as follows: Al Jazeera, Al Arabiya, Nile – Nile news, BBC, CNN, Al Hurruh and Euro news. A Nile news channel has failed to establish itself as a channel for the Arab elite in general and specifically outside the Arab Republic of Egypt. Elites hardly feel the presence of such a channel, despite the passage of nearly ten years from its inception. 75.7% 0f the Qatari and Egyptian elite indicated that Al Jazeera contributes to changing public opinion on current events. Results confirm the superiority of Al Jazeera in equipping its journalists with a database of information and communication technology needed to prepare news materials. Results have also proven that journalists at Nile television are not short of professional competence or academic qualification compared to their counterparts in Al Jazeera, but the nature of work environment is what sets both channels apart. All Al Jazeera employees indicate that external political pressure on the channel dramatically affects the news coverage of Arab issues in terms of quality and quantity, especially in countries where the channel's offices have been shutdown.

(ii)   Another study on Influence of User Comments on Perceptions of Media Bias and Third-Person Effect in Online News was conducted by Brian Houston & Glenn J. Hanesen (2011). The results indicate that:

User comments accompanying online content can influence perceptions of bias in media depictions of presidential candidates. Additionally user comments can influence perceptions of how much online news affects the political attitudes of others (third-person perceptions).

(iii)   A study on viewer's perception towards watching national English news channels with special reference to Malabar region of Kerala was conducted by Mohana Krishnan P.C (2014). From this study, it was found that:

Viewers find television news is attractive as it provides the advantage of viewing visuals simultaneously listening to the news. In Kerala almost all the segment of population - from children to grownups are eager to watch news updates. Most of the native viewers have instant preference for local news channels than other news. But their perception towards watching other news channels, especially English is unknown. The project holds the key since it analyzes viewer's perception towards watching national English news channels.

(iv)   Partisanship influence on the perception of credibility examining the determinants of news media in Tamil Nadu was conducted by – N. Rathi Chithra and others (2014). The study on research in media credibility at global level elucidate that:

People's trust in media has been plummeting gradually year by year. In America the credibility of news media has been negative. A report issued by pew in 2010 shows that 63% of the Americans say that news stories are inaccurate. There has been decline in the believability rating of several popular news organizations among the public in America since 1990s. The prevailing credibility gap all over remains a great concern globally. Media educators and editors of newspapers consider the erosion in media credibility as a major concern and suggested public journalism as a means to improve the credibility of media (Dickson and topping, 2001). However, in India the trend is different. Lowy institute for international policy and the Australia Indian institute, Australia, conducted a survey in India which showed that 86% of Indians believe that Indian news media gives accurate news on events. Yet, credibility research which is exhaustive and widespread in western countries, is slowly gaining ground in developing countries like India as only a few studies were conducted to assess the performance of media among the audiences.

(v)   The study on Viewer's perception and expectation content with reference of Tamil news channels in Chennai was conducted by S. Selvabaskar and others (2014), in Tamil Nadu. The objective of the study was analysing the news viewing habits of people and to find out the viewer's opinion about Private TV News channels with reference to awareness, positioning and programme content and how it influences the viewer's satisfaction level. 200 respondents were approached with a structured questionnaire containing items on the above mentioned objectives from Chennai. The results indicate that:

There is a strong preference among the viewers for an entertainment oriented programme in place of mere current news. Further, health awareness, travel and life style programmes are very much expected.

(vi)   A Study on Television News Channel in Tamil Nadu was conducted by Batabyal-(2015). Television is basically the broadcasting of moving picture and the sound to the audience effectively. Most of the time television stays as remarkable evidence about an issue. As an example, an incident quoted from the book, screening culture, viewing politics by Purnima Mankekar (1984).

A hectic and rewarding year is drawing to close for S.S Gill, India's Secretary for the Ministry Information and Broadcasting. On a Special mission authorized by Prime Minister Indira Gandhi, he has spent the year setting-up hundreds of television transmitters that will draw the remotest corners of the nation into the ambit of Indian Television's newly launched National Progamme. Suddenly Mrs. Gandhi was assassinated. Ironically, the first TV images viewers nationwide saw were of her body lying in state, and close – ups of her grieving son Rajiv Gandhi. Within a few minutes, Rajiv Gandhi was elected as Prime Minister. The queen is dead; long live the king (Mankekar, 1999). The magic of Television has made itself felt.

Objectives of the study

•   To assess the opinion and expectation of Tamil News viewers of television channels in Tamil Nadu.

•   To find out the significant difference if any on the opinion and expectation of Tamil News viewers of television channels in Tamil Nadu with regard to certain demographic variables such as age, gender, community, religion, educational qualification, occupation, annual income, marital status and nativity, etc.

•   To find out the relation, if any, between opinion and expectation of public on viewing Tamil News in television channels

•   To suggest Tamil News viewers' opinion and expectations to the Television channels to make and present the news programmes better.

Hypotheses

        The following are the hypotheses framed for the present study:

1.   There is a significant difference on the opinion and expectation of viewers about the Tamil News in Television Channels in relation to their age.

2.   There is a significant difference between Men and Women viewers about the opinion and expectation on Tamil News in Television Channels.

3.   There is a significant difference on the opinion and expectation of viewers about the Tamil News in Television Channels in relation to their religion.

4.   There is a significant difference on the opinion and expectation of viewers about the Tamil News in Television Channels in relation to their community.

5.   There is a significant difference on the opinion and expectation of viewers about the Tamil News in Television Channels in relation to their educational qualification.

6.   There is a significant difference on the opinion and expectation of viewers about the Tamil News in Television Channels in relation to their occupation.

7.   There is a significant difference on the opinion and expectation of viewers about the Tamil News in Television Channels in relation to their annual income.

8.   There is a significant difference between Married and Unmarried viewers on the opinion and expectation of Tamil News in Television Channels.

9.   There is a significant difference between Rural and Urban viewers on the opinion and expectation of Tamil News in Television Channels.

10.   There is a significant correlation between opinion and expectation of public on viewing Tamil News in Television Channels

Methodology

For the present investigation, the investigator has adapted descriptive survey method for carry out Opinion and Expectation of viewer about Tamil News in TV channels. An exclusive interview schedule was prepared for Viewers and used for the present study. A pilot study was conducted by using this tool and reliability and validity are established. The Tool includes Personal details, Channels Ranking, Opinion Scale and Expectation Scale of viewers. The method of sampling used in this study was Stratified Random Sample through which the Investigator selected 110 persons for collection of Data.

Major findings

1.   Out of 110 viewers, 37 (33.6%) were males and 73 (66.4%) were females.
2.   The age group of the sample viewers interviewed were 20-30 years (36.4%), 31- 40 years (17.3%), 41- 50 years (21.8%) and above 50 years (24.5%).

3.   90% of the respondents were Hindus while 7.3% were Christians and 2.7% Muslims.
4.   60.9% of the respondents belong to Backward Classes, 15.5% were SCs and STs, 14.5% belong to Most Backward Class and 9.1% Other Castes.
5.   24.5% of the respondents studied up to 8th standard, 23.6% studied up to or 10th standard, 10.9% up to 12th standard, 14.5% are Graduates 22.7% Post-Graduation and above and the remaining 3.6% Diploma holders
6.   43.6% of the respondents were daily wage earners, 23.6% employed in private organizations/institutions, 13.6% government employees, 10% students and 9.1% of them are farmers.
7.   50% of the respondents have income of up to Rs. 50,000/-, 34.5% have income range between Rs.50, 000 - 1, 00,000/- and 15.5% have income of more than Rs. 1,00,000/-.
8.   71.8% of the respondents are married while 28.2% are unmarried.
9.   70% of the respondents belong to urban areas while 30% from rural areas.
10.   81.8% of the public viewing television more than three years followed by 2 to 3 years (13.6%) and one to 2 years (4.5%).
11.   65.5% of the respondents view television only in the night hours followed by 14.5% in evenings, 10.9% in the afternoon and 9.1% in the forenoon..
12.   95.5% of the respondents informed that they view Tamil News every day.
13.   87.3% of the respondents told that national news give information more on national scenario.
14.   83.6% of the respondents opined that Tamil News channels telecast state news which found to be qualitative in nature.
15.   80% of the respondents reported that their general knowledge is increasing by viewing the news channels.
16.   58.2% of the respondents told that all the news found to be more political oriented.
17.   52.7% of the respondents informed that most of the times facts are hidden in news and 51.8% of opined that sports news is good.
18.   45.5% of the respondents agreed that the news is of no use for children/ students while 41.8% was of the view that news helps them to take precautionary measures.
19.   33.6% of the respondents conveyed that news is helpful for their profession or job.
20.   25.5% of the respondents told that trade/economic news give more benefits and there is no use for local news.

Rank for Tamil News telecast by the channels

The respondents gave the first rank to Sun TV (30.39%) followed by Puthiyathalaimurai (20.28%), Thanthi News (19.48%), Jaya News (8.25%), Raj News (8.09%), News7 (3.92%), Polimar (3.68%), Sun News (2.24%), Pothigai (1.76%), Captan TV (0.96%), Sathiyam TV (0.48%) and Makkal TV (0.40%).

Rank of Regional wise news in Television channels

35.22% of the respondents preferred national news as their first choice followed by state news (31.59%), international news (17.55%) and local news (15.62%).

Rank for Types of News Telecast in Television channels

The respondents opined that political affairs (53.47%) was the top most in news telecast in the channels followed by day-to-day affairs (15.97%), problems of the society (14.69%), national news (6.05%), election related news (4.51%), information on general topics (2.96%) and cinema (2.31%).

Expectations:

- Quality of the news needs improvement (80%).
- Use of technology (70.9%).
- News once telecast should not be repeated again and again (69.1%).
- News telecast should have credibility based on facts (67.3%).
- Reporters of the news should be neutral (66.4%).
- Advertisements during the time of news presentation may be reduced (65.5%)
- News should be without bias or prejudice (16.4%).
- News presenter's knowledge and proficiency need to be improved (24.4%).

Significant Influence of certain demographic variables on the opinion and expectations of the respondents

Age

Opinion - The age of the respondents did not have any significant influence on the opinion of Tamil News in the television channels. The mean value of 20-30 years (36.05), 31-40 years (34.81), and 41-50 years (36.13) and above 50 years (36.22) age group of respondents did not vary.

Expectation - The expectations of respondents were vary depending upon their age. The age group of 20-30 years (18.15) had higher opinion followed by 41-50 years (17.30), 31-40 years (16.16) and above 50 years (16.15).

Gender

Opinion and Expectation - The gender of the respondents did not show any significant influence on the opinion and expectation. The mean value of male (36.38 and 16.38) and female (35.66 and 17.51) did not vary significantly.

Religion

Opinion - Religion significantly influenced the opinion of the respondents. The Muslim respondents had higher opinion (37.67) followed by Hindus (35.99) and Christians (34.13).

Expectation - The religion of the respondents did not significantly influence the expectation. The mean value of Hindus was (17.00), Muslims (18.33) and Christians (18.25).

Community

Opinion – The respondents' community significantly influenced the opinion. Higher opinion was given by respondents belong to SC/ST (37.70) followed by MBC/Denotified Class (36.75), BC (35.51) and OC (34.10).

Expectation - The expectation of respondents varied depending upon their community. The age group of BC (17.81) had higher opinion followed by MBC/Denotified Class (16.75), SC/ST (15.94) and OC (15.20).

Educational qualification

Opinion and Expectation - The education qualification of the respondents did not have significant influence the opinion and expectation. The mean value of Diploma (36.50 and 13.25), 1-8 (36.11 and 15.63), 9-10(36.04 and 16.65), PG and above (35.80and 18.60), Degree (35.69 and 18.56) and +2 (35.42 and 17.83) did not vary significantly.

Occupation

Opinion and Expectation - The occupation of the respondents did not have significant influence on the opinion and expectation. The mean value of private (36.73 and 16.31), government (36.36 and 16.36), farmers (36.10 and 16.30), students (35.47and 19.07) and coolies (35.44 and 17.31) did not vary significantly.

Annual income

Opinion - The opinion of respondents varied depending on the income. The income group of above Rupees One lakh (36.94) was having higher opinion than the respondents with the annual income of Rs.50,000/- (35.84) and the range from Rs.50,000 to One lakh (35.53).

Expectation - The annual income significantly influenced the Expectation at the public about Tamil News in Television channels. The income range Rs 50,000 to 1,00,000(18.74) is higher opinion about Tamil News in Tamil Television channels,

followed by less than income of Rs 50,000 (16.44), and then the income of more than Rs 1,00,000 (15.76).

Marital status

Opinion - The marital status of the public is not significantly influence the opinion about the Tamil News in Tamil Television channels. The mean value of married (36.10) and Unmarried (35.32) are not varying significantly.

Expectation - The demographic variable of marital status significantly influences the expectation of the public about Tamil News in Television channels. The Unmarried (19.23) has higher opinion about Tamil News in Tamil Television channels, followed by Married (16.32).

Place of Residence

Opinion - The Place of Residence of the public is not significantly influence the opinion about the Tamil News in Tamil Television channels. The mean value of rural (36.09) and Urban (35.82) are not varying significantly.

Expectation - The demographic variable of Place of Residence of viewers significantly influences the expectation of the public about Tamil News in Television channels. The Rural viewers (18.64) have higher opinion about Tamil News in Tamil Television channels, followed by Urban (16.48).

Correlation between opinion and expectations of public on viewing Tamil News

In this study 'r' value between opinion and expectation of public about viewing Tamil News in Television Channels is -0.221 is significant at 0.05 levels. Hence it is found that "there is a negative high correlation between the opinion and expectation of public on viewing Tamil News in the Television Channels". Therefore, the opinion of the public on viewing Tamil News is high than the expectation of the public which is low.

Limitations of the Study

The present study is limited to Tamil news viewers of Tamil television channels of Karaikudi town and the areas around the town. The expectation of the viewers is assessed only by opinion scale. Only Tamil news in Tamil news channels have been considered for this study.
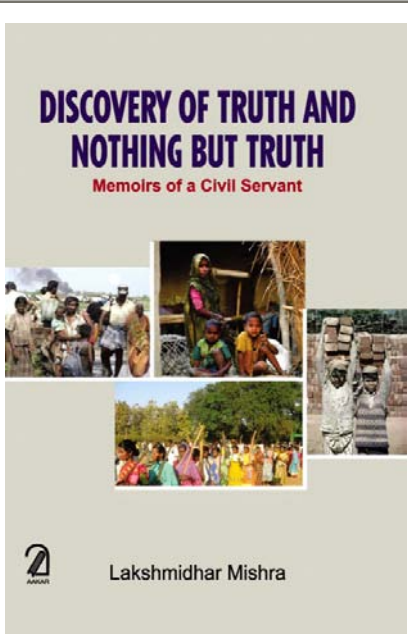
Conclusion

Out of Sixteen Channels, SUN TV and VIJAY TV has been found to be first and second choice for the respondents. Hence, other channels need to improve their performance so that more and more people view their programmes. Similarly, for Tamil News the SUN NEWS and PUTHIYA THALAIMURAI found to have been the top most choice for the respondents. Hence, other news channels may review their performance for improvement. The respondents gave the choice for national news first followed by state news and then local news. Hence, the news channels may like to keep the viewers opinion in mind while presenting the news. As per the respondents the news content should be on political affairs, problems/issues based news and day-to-day affairs. The respondents also suggested for improving the quality of news, utilization of latest communication technologies, avoiding biased news/ repetitions and finally present only facts based News.

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DISCOVERY OF TRUTH AND NOTHING BUT TRUTH

Memoirs of a Civil Servant

AUTHOR(S)	:	**LAKSHMIDHAR MISHRA**
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About the book

'Discovery of Truth and Nothing But Truth: Memoirs of a Civil Servant' is not an autobiography in the conventional sense. It is primarily an issue based work. It is about a few facets in the life and career of a sensitive author spanning over 50 years (1964-2014). These have been woven around issues of land to the tiller, creation of a literate and learning society, elimination of indebtedness and bondage, custodial and juvenile justice, poverty and economic backwardness of KBK region in South Odisha, industrial sickness, migration, a few dimensions of human rights and social justice with truth as the pole star.It is also about the trials, tribulations and vicissitudes in the life of an honest and upright civil servant who placed service to humanity above self, did not mince towards when it came to stand up and revolt against tyranny, injustice and oppression and always adopted an unconventional and unorthodox approach to deal with genuine issues of human concern with total empathy and sensitivity to offer solace and relief to those who needed them most.

The book apart from these revelations rests on certain fundamental premises such as:

- There should be no occasion for any conflict of interest between representatives of the people and bureaucracy in as much as both exist for health, safety, morale and total well-being of the people;

- Government may have many organs but in essence it is one indivisible whole which will be known by how it serves the poor and what it delivers;

- An honest and upright officer should not be penalised merely because the conclusions reached by him at the end of an inquiry are found inconvenient to a particular individual or power centre;

- It is always possible to adopt a systematic and methodical approach, cut down red-tapism and delay and ensure timely justice and relief to the common man for which both government and bureaucracy are jointly accountable;

- It is possible to combine ruthless discipline of a firm and principled administrator with a passionate commitment to relieve the poor of their distress and suffering;

- There is an essential unity in all religions and that unity lies in treating mankind as a united whole despite diversity with love, kindness, compassion and consideration;

- In the ultimate analysis, development to be meaningful has to be pro-people, pro-poor, pro-Nature, pro-gender and pro-children.

The book is essentially about respect for human dignity, decency, equality and freedom as the quintessence of human rights. It deals exhaustively with the consequences of poverty, economic backwardness and deprivation, how to grapple with these forces and eventually overcome them to lay the solid foundation for a just, free, fair, decent and egalitarian social order.

Dr. Lakshmidhar Mishra is a former IAS officer who occupied several important positions including that of Union Labour Secretary in the Government of India and Senior Adviser to ILO. His work in many key social sector projects at the central level as well as in the State of Odisha span from the National Literacy Mission and labour welfare to land reforms and poverty alleviation. As a Commissioner of the Supreme Court he investigated into

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After retirement he pursued his commitment to the cause of the marginalized by working for the National Human Rights Commission as Special Rapporteur and as Special Adviser to National Commission for the Protection of Child Rights. Currently he is a Senior Independent Adviser, International Justice Mission, New Delhi,an international NGO.He has won many awards for his work including the Nehru Literacy Award and the Mother Teresa International Human Rights Award.A prolific writer, Dr. Mishra's publications include *Child Labour in India* (1999) and *Human Bondage: Tracing its Roots in India* (2011).

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