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# INDIAN JOURNAL OF ADULT EDUCATION

Volume 81 Issue 3-4 July-December 2020

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Adulthood represents the most productive, re-productive, responsible and responsive phase of human development; it also represents a process of evolution from childhood and adolescence. The maturity, sensibility and sensitivity of an adult mind would depend in a large measure on the extent by which parents have treated children and adolescents with care, protection, solicitude, encouragement and support—physical, economic and emotional as also respect for their dignity and decency..

Education provides an important entry point to the world of information, communication, innovation and modernisation. It would be relevant and meaningful for an adult only if the adult mind has evolved from childhood and adolescence in a normal, natural and spontaneous manner without any hang-ups, prodding and goading. Such an adult mind would be open, liberal, free from fetishes and bias, receptive to ideas, responsive to the anguish of one in distress and amenable to constructive suggestions which make sense for his/her life and destiny.

Every adult has an opportunity for discretely and decisively choosing without any external pressure or interference one out of the multiple alternatives which are placed before him/her. He/she evidently has to choose that alternative which is in his/her best interest. Such a choice to be meaningful is also required to be rational, informed and judicious.

He/she has to be intensely aware and critically conscious of the implications of exercise of such a choice in terms of its relevance versus irrelevance, importance versus un-importance, appropriateness versus in-appropriateness.

The capacity for determining the relevance and appropriateness of a choice which is beneficial for human life in its totality is otherwise known as the process of empowerment through what Paulo Freire had termed as "Conscientisation" in his noted work "Pedagogy of the Oppressed" (1968).. Adult education is a great enabler and facilitator of this process.

Secondly, in a highly stigmatised society, bundles of fads, taboos, ill-perceived notions, dogmas, stigmas and die-hard obscurantist ideas and practices tend to bedevil an average adult mind. They prevent adults from exercising informed and judicious choice of alternatives in a discrete and conscientious manner.

This is how the decision making process which should otherwise be autonomous, rational and scientific gets diluted and distorted by external pulls and pressures which are un-warranted.

Adult education seeks to liberate human mind from such pulls, pressures and mindsets to make it completely un-inhibited and un-trammelled. It seeks to impart a rational and scientific temper to the entire decision making process. Such an adult would be inclined to look at issues from a larger -than- life and holistic perspective as also from a foundation of justice, rationality and equity.

The third important function of adult education is to act as a leveller and make all adults intensely humane. Regardless of diverse social norms which differentiate human beings from one another on the basis of caste, class, clan, sect, gender, social origin, faiths and beliefs etc, education is capable of imparting humanism or love of one human being for another on the premise that both are children of God. This would propel and drive one human being to look at another with an air of kindness, compassion, catholicity, empathy and sensitivity.

This is also the essence of all religions. Education tells us that only by adopting humanism as its basic tenet that religion can unite mankind which is torn asunder today by the vice of bigotry, mindless hatred, intolerance of dissent and violence.

Fourthly, adult education tells all human beings to live peacefully with Nature and interact positively and sensitively with it (i.e with an instinct to create, preserve and sustain and not desecrate and destroy) with land, air, water, forest, plants and wild-life around them. Today we have an invisible and deadly killer like COVID 19 which has wrecked havoc on the lives of over 20 million human beings globally ( 8 million+ in India). Such an un-precedented thing happened as human beings negatively interacted with Nature to satisfy their mundane hedonistic urge. The need for and rationale of peaceful co-existence with Nature does not require any further elucidation. It is also an integral part of Indian ethos and culture.

It is undisputed that with the help of such empowering, liberating and humanising education which also advocates a life of total attunement with Nature, an adult will represent the best of adulthood and the best of humanity. When this happens, children and adolescents can be said to have truly evolved to that much-cherished and eagerly awaited adulthood which is meant to be productive, responsible and responsive.

This is the true meaning and essence of evolution which can come through education. As Maharshi Aurovindo had said and I quote "You should know that everything (in human life) is meant for a purpose and that purpose is evolution and progress". I unquote.

Education is a process of churning of human mind through continuous learning and un-learning for acquisition of knowledge, information, skills and endowments on the one hand and refining and sharpening of ones reason, intellect and

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conscience(which is a part of the process of evolution) on the other.If education does not lead human beings on the path of such true evolution,it is no education at all.

Indian Journal of Adult Education Volume 82 No 2,July-December,20 is the continuation of a splendid initiative which was launched by IAEA through publication of Volume 81 No 1,Jan-June,20.

In the second part of that initiative( present volume) there are 8 articles.

The first i.e"Extension as the 3rd dimension of higher education:opportunities and challenges for the Deptts. of Adult,Continuing Education and Extension",traces the history of education from the colonial era and proceeds to an enumeration of the concept and role of extension in higher education, agriculture, immunisation,oil-seeds, literacy, tele-communication, drinking water and dairy.It concludes with a positive note by treating extension as an integral part of holistic development which is directed towards around improvement in the quality of lives of the people.

The second i.e"Enhancement and securing women and child health through capacity building" gives a very clear, cogent and comprehensive definition of health and nutrition of women and children through respect for Nature demonstrated through kitchen garden, vermi-compost, organic farming, waste water management and cleanliness.It concludes with health camps as an easily accessible instrumental mechanism provided by Govt. for promotion of health and nutrition through timely check-up.

The third i.e" Innovative andragogy for effective teaching" deals with use of innovative andragogy by teacher educators for effective teaching and how innovative andragogy can be combined with a number of other instruments(lecture, discussion, PPT, ICT etc) for both theory and practical classes.

The fourth i.e"Life-long learning and educational journalism" gives a very clear, cogent and comprehensive definition of both life-long learning and journalism,traces the history of journalism in India role of mass media, satellite instructional television and audio-visual films in education for a clear, intelligible and effective communication with the target groups.

The fifth i.e"Life-long learning for farmers and SHGs of women in rural India" deals wwith the plight and predicament of rural women, factors which contribute to feminisation of poverty and how NGOs through SHGs of women and life-long learning can bring about qualitative improvement and change in their working and living conditions.

The sixth i.e"The State and rural development in independent India:the issue of poverty alleviation and literacy" traces the history of both rural and urban poverty in

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India in terms of per capita as well as those of absolute number since the 1950s, impact of land reforms and economic reforms (since July 1991) and various other rural development programmes for alleviation of rural poverty. It has analysed the strength and weaknesses of various methodologies for determination of poverty estimates and has rightly concluded that the impact of all these measures over more than 6 decades has been minimal. The seventh and eighth articles deal with the 'Prospects and problems of skill development programme for youth' and 'Development of attitude scale of rural and slum dweller women towards various aspects of consumer protection'. These two articles cover important aspects of skill development and consumer protection.

I convey my deep sense of personal appreciation for the meticulous and painstaking manner in which the authors of these 6 articles have proceeded to deal with some of the issues which are of topical interest and relevance to the lives of the deprived and disadvantaged sections of the urban and rural poor and in particular, those of women and children.

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# **Extension as the Third Dimension of Higher Education: Opportunity and Challenges for Department of Adult, Continuing Education & Extension**

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## **Abstract**

Extension has become an important part of development and a crucial link connecting the research outcomes with institutions and people.

Initially extension approach was adopted in India in the field of agriculture (lab to land) which has sown the seeds for green revolution and production of large quantity of food grains. This success was subsequently followed by many other departments like Dairy with the end result of white revolution, meaning production of large quantity of milk. Some of the departments have taken it on mission mode to achieve the results fast in a time bound manner by following intensive approach. The success made by other departments gave strength to education sector to follow such an experiment in its own area. Hence, came outreach or extension in education also. The objective of this approach is to take the knowledge on various aspects which are important in the day-to-day life of a common man to his door step so that he becomes aware of and follows in his life for his own functional improvement and lead a life with horizontal and vertical mobility.

This article not only gives the importance of extension in education, but also how it has become an integral part of educational system, particularly higher education, and face challenges in its implementation.

**Keywords:** *Higher Education, Teaching, Research, Extension, Adult Education, DACEE*

## **Educational Development in India**

India has a long, rich and diverse history of education. The Indian education system adopted by ancient India was an inclusive one with the basic objective of gaining knowledge in multiple areas. It did not encourage only reading of textbooks

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and reproduce it in the examinations. The students used to stay in Gurukul and learnt different subjects under the able guidance of their masters. The learning method adopted was repetitive due to which the students were able to learn the hard matter also with easy understanding. Masters' eagle eyes assessed the learning capacity of individual students and evaluated their progress regularly and hence, slow learners, if any, were also helped to pick-up the pace to reach the learning destination along with others. This type of learning attracted students not only from India but also from other countries. Nalanda and Takshila were living examples of students coming and learning to acquire higher studies. Apart from these two centres of learning some other universities were also famous for Islamic learning in the medieval period. What is called scientific advancement today was already there in use in our country. Unfortunately, many were not explained properly or kept as a closed secret [not even revealed to the family members] and hence, they did not come under the framework of science. Strict social structure prevailing in those days provided an opportunity for education only to a privileged few, with the result that a large section of the society could not get education. This situation was aggravated when the population increased enormously. The centres of learning/higher learning, which were famous then have now become a part of history. But unfortunately these traditions did not survive and modern universities have been established.

*The traditional education system was changed in modern India to the one recommended by Lord Macaulay which made the students only recipients and not self-growing. As rightly put by the Education Specialist Sheshagiri K.M. of UNICEF, Chhattisgarh (Hindustan Times dated April 16, 2018) we have now become so obsessed with the performance driven culture in education which is giving rise to so much anxiety. The reason for this is that the education system is designed to exclude as many as possible, leading to desperation, especially during exams. From pre-school to the university, the system is designed like a pyramid. As one climbs the educational ladder, the number of seats available decreases. This basic structural feature, among others, ensures that everyone does not complete even the basic stages of education. But exams hardly measure human qualities needed in this complex world – persistence, curiosity, courage, leadership, creativity, compassion, empathy, sense of beauty and humour, among others. The Continuous and Comprehensive Evaluation (CCE) system was introduced as part of Right to Education Act to make assessment more rounded, going beyond the mind boggling exams and recognizing the multiple abilities of every child. The system was to replace the practice of detention based on year end exams. But the idea degenerated into more number of tests as part of Continuous and Comprehensive Evaluation. There is also a chorus to detain children based on the specious argument that learning outcomes have dipped because of Continuous and Comprehensive Evaluation and so we are back to where we started, unsuccessful in our attempts to make the educational process more enabling and meaningful for children.*

Modern university education of today is the gift of the Colonial rule. The origin of the present system of education which is prevalent in India today can be traced to the beginning of the nineteenth century. The British government conducted surveys of the then prevalent systems of education with a view to re-organizing education in India to suit the needs of the time or to suit them to expand their empire. Based on Macaulay's recommendation regarding the educational policy of the future, Lord William Bentick's Government issued a communique wherein it was stated "that the great object of the British Government ought to be the promotion of European literature and science among the natives of India and that all the funds appropriated for the purpose of education alone". This led to new education system in India which is still prevailing in our country. Initially there were only a few universities located in big cities which are today called metropolitan/megacities. But expansion of the system of higher education during the last 70 years has been phenomenal and the attention paid to extend it to spread over the entire country is well recognized. As on date there are 907 universities out of which 399 are State Universities, 126 are Deemed to be Universities, 48 are Central Universities and 334 are Private Universities. While the number of universities has gone up by manifolds and the student strength has mounted to a very high figure, the problems relating to education also have multiplied. The system of higher education designed to study and solve certain problems in society has itself got bogged down by these problems. The issues it ought to have analyzed and answered such as corruption, casteism, red-tapism, academic incompetence themselves plague the present higher education. System Production of an army of educated, unemployed graduates and generation of professionals who do not find themselves useful to the society and hence, constantly plan to leave the land at the earliest possible opportunities are only two of many such predicaments facing the higher education. A system of education, which was accepted to produce value-oriented professionals, is facing a crisis of character and values. The complaints regarding poor competence and poorer human concerns among the educated class are mounting at an alarming rate. The system of education needs changes at the grassroots level.

### **Development of Extension in Higher Education**

The word "Extension" is actually a combination of two Latin words "Ex = Out" and "Tension = Stretching", which means "Stretching Out". The extension is that type of education which is stretched out to people in the rural areas, far and near, beyond the limits of the four walls of the classroom.

In the formal education system, the word "Extension" was first time used in Britain during mid of the 19<sup>th</sup> century in the form of "*University Extension*". In 1850, the British author William Sewell used it in his report entitled "*suggestions for the extension of the university*" but the first use of it in a practical way was done by James Stuart of Trinity College, Cambridge University in 1867-68. He used it to

deliver lectures to people at "*Women Association and Working Men's Clubs*" of North England. Due to all his efforts in extension, he is known as the "Father of University Extension". Later, Cambridge University in 1873, London University in 1876 and Oxford University in 1878 developed extension system for community development. In the eighth decade of the 19th century, the USA used the word "Extension" as "Extension education" to cater to the problem of migration of its people from rural to urban areas, which had started in the later half of the 19th century. In 1914, the USA passed the Smith Leaver Act to the integration of cooperative extension service, which organized out of school education. As a result of this, the rural people of the USA were able to bring about developments and progress in farming and housing. Later, these types of education come to be known as "Agricultural Extension Education".

In India, the word 'Extension' was formally used in agricultural institutions, which was later acknowledged by other higher educational institutes too. India has a rich and diverse history of extension activities for community welfare and awareness. We have a cultural heritage and tradition of sharing knowledge and information from one generation to the other through various modes like folk song, performing art, play, and the great "Oral-Aural Tradition". Our country had many eminent leaders like Mahatma Gandhi, Gurudev Rabindranath Tagore, and many others who advocated the importance of Extension for the development of society. Similarly, many non-governmental organizations working in the area of community development have adopted Extension approach to carry out their activities.

In pre-independent India, the extension efforts were largely local attempts, driven mainly by a few individuals and organizations like "Seva Gram" by Mahatma Gandhi in 1920, "Shree Niketan" by Gurudev Rabindranath Tagore in 1921, "Marthandam Project" by Dr. Spencer Hatch in 1928, "Baroda Village Reconstruction Project" by Dr. B.T. Krishnamachari in 1932, "Indian Village Services" of Dr. W.H. Weiser in 1945, "Firka Development Project" of the Government of Madras in 1946. All these were area-specific approaches and therefore, had a limited impact.

Immediately after India got independence major focus of the government was to increase agricultural production as well as community development. The Government acknowledged the relevance of Extension services which were funded and delivered by the government organizations. In the First Five year Plan (1951-56) Community Development Programme (1952) and National Extension Service (1953) were committed to provide a number of services in areas like agriculture, literacy, health, animal husbandry and village industries to all sections of society. Later, the Extension approach was shifted from purely agricultural and community development to technological development and area-specific extension activities initiated under various programmes and projects such as Intensive Agricultural District Programme (1960), Intensive Agricultural Area Programme (1964), High Yielding Variety Programme (1966) and Farmers Training Centers (1967). All these initiatives in the area of

agriculture brought the Green Revolution in India. The success made in this direction attracted academicians to replicate it in higher education for community development. Hence, Extension was introduced as the third dimension of higher education giving the same level of importance to Teaching and Research respectively.

### **Expenditure on Education and Return of Educationists to Society**

Most of the higher education institutions are run on tax payers' money and in many ways are helpful to the community and society at large. Pandit Jawaharlal Nehru correctly said in his Convocation address to the University of Allahabad in 1947 by explaining the role of university in national life and summed-up its basic objectives as:

*“A university stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race towards even higher objectives. If the universities discharge their duties adequately, then it is well with the nation and the people”.*

His words highlighted the basic truth of universities as it played a crucial part in the life of people, welfare and the strength of a nation. The image of the university as a closed academic community of scholars creating and disseminating knowledge and perpetuating its own type is a thing of the past. The universities in our country must have taken upon themselves a much larger share in discharge of their responsibility towards community. The walls which divide the village and town have crumbled and the life of the university and that of the community can be vitally linked for their mutual enrichment. But it is found that there is a disconnection between the university students and community. As the universities concentrate more on academic excellence and research, the students of universities think and feel that their status is much higher than others and have very little or no linkage or concern for the community and society in which they are a part. Social responsibility has been relegated to the background as students were more interested in achieving academic excellence rather than repaying their respects to the community which contributed to their personal progress in life. Hence, as a policy, the government wanted the student community to participate in educating the society through Extension.

### **The leadership provided by Development of Agriculture and Dairy through Extension**

The concept of Extension initially came in the field of agriculture. When the Indian economy was put on fast track mode through Five Year Plans, increasing agricultural production got priority. A lot of efforts have been made to conduct research to increase the production of food grains to achieve self-sufficiency. When the research results were positive, the scientists found it difficult to transfer the research outcomes

from Lab to Land. Hence, the need for Extension workers was felt to transfer the knowledge in an understandable language of the agriculturists. Agriculture Extension officers/Extension workers became active in the field and the result is well known to everyone. Subsequently, Extension has become a part of other fields like veterinary, dairy, fishery, forestry, sericulture, home science and rural development to educate and motivate people to assist them in their vocation. Again Extension played a major role in popularizing family planning, health and nutrition education. Today the application of extension principles and methods is not confined to the rural areas only. It is very well applied with the urban people and urban situation. There is considerable scope for systematically applying the principles and methods of extension, wherever there is a need for creating awareness amongst people and developing human resources.

### **Extension on Mission Mode in other Missions – Immunization, Communication, Oil Seeds, Drinking Water, Literacy and Dairy**

India has a complex Extension network comprising conventional as well as ICT-based projects, programmes, initiatives, models, departments, centers, and services involving government departments at the national, state, district and village levels, as well as universities, private sector, research institutions, semi-autonomous and autonomous bodies, and non-governmental organizations (NGOs). The extension played a vital role in the success of many programmes/missions in India. The extension approach bridges the gap between institution and community, which increases the access of institutional technology to the community and the institutions become aware about problems of the people. The Six Technology Missions were a good example of the success of extension approach for the betterment of the community. In 1985-86, the Government of India launched Six Technology Missions to secure the accelerated developments in priority areas of economic and social concern to benefit the common people. The implementation of technology missions took place with the coordination of the center, the States, and the voluntary organizations and they were:

#### **Technology Mission for Drinking Water**

Supply of safe drinking water is the prime responsibility of the State governments and the Government of India used to supplement the efforts of the States by providing financial assistance under Accelerated Rural Water Supply Programme (ARWSP) and additional assistance under different externally aided projects. The entire programme (ARWSP) was given a mission approach when the Technology Mission on Drinking Water Management, called the National Drinking Water Mission (NDWM) was introduced as a Societal Missions in 1986. The objectives of this Mission were (1) to ensure coverage of all rural habitations, especially to reach the unreached, with access to safe drinking water (2) to ensure sustainability of the systems and sources; and (3) to tackle the water quality problems in affected habitations.

The areas in which Technological Interventions made were (i) Drills and pumps for collection of drinking water (ii) Geophysical technologies, Remote sensing and GIS technologies and Rain water harvesting for sustainability of resources (iii) Testing kits, Reverse Osmosis, Desalination, Electro-dialysis, Nano/micro filtration, Absorbent based technologies for treatment of drinking water. There were also several other technologies developed by different institutions for combating drinking water problems like Pot Chlorinator for Wells and Water filter removal for organochlorine pesticide developed by NEERI (CSIR), Water Filter Candle by Regional Research Laboratory, Jorhat and Central Glass & Ceramic Research Institute, a process for recharge of ground water aquifers/hand pumps/dug wells/tube wells through rainwater by Regional Research Laboratory, Bhopal, Solar desalination Unit developed by The Energy Research Institute, Ion-Exchange Resin developed by Ion-Exchange India Ltd, Rice Husk Concrete Filter developed by Tata Research Development and Design Centre (TRDDC), Pune.

### **Technology Mission for Immunization**

India had the highest number of polio cases in the world in 1987. The mission met with top immunization experts decided to begin immunizing the country using an oral vaccine. As it was a live virus vaccine, the oral version had to be refrigerated. They developed a cold chain for handling the vaccines with industrialists to get refrigeration to all parts of India. At the time when the mission was launched, India had zero production capacity. Therefore, a mission was also launched to produce polio vaccine in India for which scientists studied in detail the methods used by France and Russia. After several years, India started producing all of their own vaccines.

The extension workers visited door to door to vaccinate children and it went on continuously for 25 years. The result was that India was declared polio-free in the year 2013.

### **Technology Mission for Literacy**

Literacy and education are indicators of development, a human capital for better quality of life and improving economic conditions. Research studies revealed that higher level of literacy and education acts as a catalyst for social upliftment like health, hygiene, population control, environment protection, empowerment of women, etc. Literacy and education will be much more successful in a person's life if he/she has the skill to use the same. Adult Education in India is as old as the culture of the country. In the pre-independence period it was imparted through oral traditions by recitation. Written scripts are mostly used by the elites. Hence, only a select few were educated. The positive side of oral tradition was creation of awareness among people as discourses were made by eminent/respected people through stories and religious aspects. When India became independent it inherited a system of education,

which was characterized by large scale and intra-regional imbalances. Country's literacy rate in 1947 was only 14% and female literacy was as low as 8%. Educational inequality was aggravated by economic inequality, gender disparity and rigid social stratification. Hence, eradication of illiteracy has been one of the major national concerns of government since independence.

National Policy on Education and Programme of Action (1986 & 1992) documents specified three programmes for eradication of illiteracy and they were (i) Universilization of elementary education and universal retention of children upto 14 years of age (ii) Systematic programme of non-formal education in the educationally backward States and (iii) National Literacy Mission to impart functional literacy to adults in the age group 15-35 years, 30 million by 1990 and an additional 50 million by 1995.

The National Literacy Mission was formally launched on May 5, 1988 as a Technology Mission to impart functional literacy. At the time when the Technology Mission began, India's literacy rate was around 50% and hundreds of million adults were illiterate and most of them were women. The objective of the mission was to achieve sustainable threshold literacy of 75% by 2007. The target population was 15-35 years and the programme implementation was in three phases - Total Literacy Campaign (TLC), Post Literacy Programme (PLP) and Continuing Education Programme (CEP) and the implementation strategy was area-based, time-bound, cost-effective, outcome-oriented and volunteer-based. By the end of Tenth Five Year Plan (2007) out of 600 districts 597 covered under TLC and 328 under CEP. Since inception of NLM in 1988, 127.45 million persons made literate of which 60% was females while 23% was Scheduled Castes and 12% Scheduled Tribes.

### **Technology Mission for Oilseeds**

India is a country with vast land resources, most of which is suitable for agricultural production. Many times the use of land was not based on the need and demand of the country and the farmers produce the products in a matter of routine. For e.g. when the country was in dire need of edible oil, the lands were used more for paddy and wheat with the result the market was not having adequate stock of edible oil and the prices of the same was skyrocketed. In order to increase the supply in the market, the Govt. of India imported edible oil and pushed the same in the market. Hence, the technology mission for oil seeds was launched in 1986 with the objective to increase production of oil seeds to achieve self-sufficiency in edible oils. Subsequently, pulses, oil palm and maize were also brought within the purview of the Mission in 1990-91, 1992 and 1995-96 respectively.

Extension played a very crucial role for the success of oilseeds mission. The agricultural scientists have taken the outcome of research in laboratories to villages to create awareness among the farmers on the new technologies and benefit of different crops. They also helped the farmers regarding suitability of a particular soil to a particular crop to be grown on the same. Once the technological knowledge was



understood properly by the farmers and used in their lands oil seeds were grown abundantly and today India is exporting oil cakes to other countries and earning a lot of foreign exchange.

### **Technology Mission for Telecommunication**

The revolution in telecommunication field was started with establishment of Centre for Development of Telematics (C-DOT) in August 1984. Its main aim was to develop state-of-the-art telecommunication technology and to meet the needs of the Indian telecommunication network. It revolutionized the communication network in India. The launch of the Telecom Mission helped in improving services, dependability and accessibility of telecommunication across the country (including rural areas). This was through indigenous development, local young talent, rural telecom, digital switching networks, local manufacturing and privatization. Today, India has made maximum progress in providing accessible and cheap telecom services to millions of people.

### **Technology Mission for Dairy Farming**

The main goal of the dairy mission was to develop and implement technologies to improve breeding, animal health, and fodder and milk production. It was done by extension activities. Today, India is the number one producer of milk in the world.

### **University and Extension**

Extension Education is important to disseminate information regarding new technologies/learning among the people so that they are benefited from the same. The first step in this direction was taken by Kothari Commission (1964-66) which articulated the concept of Extension in Education and explained the importance of TRINITY<sup>1</sup> in higher education (a set of three pillars of higher education i.e. 'Teaching', 'Research' and 'Extension'). The Commission stated that Extension is essential for (1) making education relevant to real-life situations (2) preventing the alienation of the university from society (3) developing the university (4) promoting a sense of responsibility towards society, and (5) deepening the teacher's knowledge through wider exposure to real-life situations.

Later, the role of Extension activities was widely appreciated in the field of agriculture and dairy in India as they navigated the success of Green Revolution and White Revolution by linking the research outcomes to the users which not only increased the economic empowerment of rural community but also the Indian economy. The success of extension attracted many academicians to replicate the same in education to increase the pace of development. In 1977 the University Grants Commission (UGC), the Apex body of Higher Education in India first incorporated 'Extension' into its Policy paper for Higher Education titled "Development of Higher Education" which stated that "*If the University system has to discharge adequately*

*its responsibilities to the entire education system and to the society as a whole it must assume extension as the third important responsibility and give it the same status as teaching and research. This is a new and extremely significant area which should be developed on the basis of high priority*"<sup>2</sup>.

The main aim behind this was to disseminate the knowledge acquired from research in higher education for the welfare of the community and explore new areas for research. In other words, it is to promote a meaningful and sustained rapport between the universities and the community.

### **Department of Adult, Continuing Education & Extension**

In 1978, the Government of India launched an ambitious literacy programme in the country called National Adult Education Programme (NAEP) with the target of providing educational facilities to about 100 million non-literate adults, who were in the age group of 15-35 years within a period of five years. The implementation process adopted was project approach with each project containing 100 to 300 adult education centres under a Project Officer, 30 centres under a Supervisor and each centre with 30 learners under the responsibility of an Instructor. NAEP had four components – Awareness, Functionality, Literacy and National Values and was implemented throughout the country simultaneously which necessitated incorporation of the concept of Extension in universities. Hence in 1978-79 the Departments of Adult, Continuing Education and Extension (DACEE) were set up with the objective of enabling the universities to establish link with the communities. This led universities and colleges to participate actively in NAEP and other programmes like, Removal of Adult Illiteracy under 20 Point Programme (Point No. 16) of the Govt. of India (1982), Continuing Education Programme (1982), Population Education Programme (1984), Population Education Resource Centres (1985) and Area Development Approach to Extension (1988). The extension in higher education aimed at providing exposure to faculty/students about field realities, extend institutional knowledge and other resources to the community, enrich higher education by integrating insights gained from socio-cultural realities and reflect these in the entire curricular system of higher education including teaching and research. The university extension bridges the gap between the existing knowledge of the people in the community and the new knowledge/technology available or innovations being introduced. Extension is to help people lead a better life by learning new or improving their existing vocations and enterprises.

It is to mention here that DACEE was also expected to provide leadership to the other departments/colleges of the university to carry out extension activities apart from preparing extension experts through academic courses and promote research in extension. But due to paucity of financial support, bad implementation, lack of evaluation and limiting it to mere voluntary activity became the main obstacles in its growth and restrict it to achieve its optimum reach. Therefore, extension in higher education did not flourish like the other two dimensions Teaching and Research.

Unfortunately, most of the colleges/departments only promote government schemes in the name of extension activities and many students in higher education are still not aware of the role of Extension and its benefits to the community.

Keeping in view the international concept in mind and the importance of Lifelong Learning University Grants Commission appropriately renamed the Departments of Adult, Continuing Education and Extension as Departments of Lifelong Learning and Extension in XI Five Year Plan (2007-2012).

## **Conclusion**

The need for extension arises out of the fact that the conditions of people have got to be improved but there is a gap between what is and what are to be. This has to be narrowed down by the application of science and technology and thereby bringing about changes in their behaviour and life. The researchers neither have the time nor they are equipped for the job to bring changes in the lives of the people. At the same time it is not possible for the villagers to visit the research stations and obtain first-hand information. Hence, there is a need for an agency to bridge the gap between the people and the research stations, to interpret the results of research to the people and also convey people's problems to the research stations. The DACEE can be that agency to be a bridge between university and the community for which a few activities like the following can be regularly conducted and students/research scholars can be involved to get firsthand experience in the area of community development:

- Adopt a village or slum or resettlement colony for organizing integrated programmes for inclusive growth. This will cover all segments which include men, women, children, old age people, handicapped people, destitute, etc.
- Start a few literacy centres, provide all physical and academic inputs to show others as centres of excellence.
- Conduct equivalency classes to enable the neo-literates move progressively in their academic career and take examinations for different classes in the Open Learning System (National Institute of Open Schooling or State Open Schools).
- Implement a few community development programmes in the adopted areas which can be projected as 'Islands of Success'.
- Develop guidelines for various skills under prior learning for assessment and certification so that people with technical knowledge can compete in the open job market.

- Organize short term courses for less literate/non-literate people and issue certificates based on the proficiency gained. The courses can be related to the day-to-day lives of the common man.
- Conduct short term 'Happy Home Course' for women and girls to improve their quality of life. The curriculum can be developed in such a way that they are useful and practiced in their day-to-day life.
- Conduct skill training both for boys and girls on selected vocations which have market value and employment opportunities to pursue wage employment or self-employment.
- Undertake Action Research and Community Based Participatory Research so that the outcome of which is used for community development.
- Organize meetings in the community to create awareness of government policies and programmes.

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<sup>2</sup>UGC, 1977

# Enhancement and Securing Women and Child Health through Capacity Building

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## Abstract

The rural areas of Birbhum District in West Bengal have been facing immense challenges of poor health and nutritional status among the children and women, especially among the pregnant and lactating mothers. This section of the society become more vulnerable due to lack of knowledge and awareness, lack of access to institutions, lack of alternative livelihoods, technological backwardness, poor delivery mechanism of Gram Panchayats and Government institutions as well as poor community participation. In the initial assessment of the area, some basic challenges regarding Health, Nutrition and Hygiene of Mother and Children were identified which had direct impact on the health status of rural children and women. For improving the health status of women and children, a project was undertaken to enhance and secure the women and child health through capacity building in rural areas. In a broad sense, the aim of the project was to initiate a process within the selected target groups for improvement of their health and nutritional status through awareness generation, technological advancement and capacity building. The proposed project was multi-dimensional and integrated in nature. It dealt with various aspects of life for the advancement of women and child health and nutritional status. The Project is implemented in 12 villages of Bolpur- Sriniketan and Illambazar Blocks of Birbhum district, West Bengal. This paper aims to highlight the consequences of the project within the selected target groups.

**Keywords:** Women, Child, Health, Hygiene, Nutrition, Capacity building.

## Introduction

Health is considered a holistic entity, which is related to the quality of life of a human being and the latter is intimately related to health and development of a nation. Health of an individual is the state of his or her well-being in its multi-dimensional States such as physical, mental as well as emotional. This is how the World Health Organisation (WHO-2006) defined human health in a broader sense as “a state of complete physical, mental, and social well-being and not merely the

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absence of disease or infirmity". Apart from these, good health and well-being can be attained by fulfilling a number of other factors such as, supportive environment, safety and security of an individual, social relationships of the individual, freedom of choice as per the desire and demand of the individual, a decent income for decent livelihood and quality of life, access to educational opportunity and cultural identity. Attainment of good health is dependent on continuous interaction among its different constituents such as physical, mental, emotional, social, spiritual and vocational. It further involves proper functioning of every body organ in personal and professional spheres along with a cheerful nature and developing the capacity for releasing stress with a view to enjoying life to its fullest. An individual is needed to maintain various practices to obtain a good health which is called hygiene. The word hygiene is derived from the Greek word Hygeia that means 'Goddess for health'. It deals with personal and community health. Good health, good life and good society go together. This is possible only when supportive services such as nutrition, immunization, environment and education reach a higher level. The common beliefs, customs and practices connected with health and disease have been found to be intimately related to the treatment of disease. It is necessary to make a holistic view of all the cultural dimensions of the health of a community. Health and treatment are closely interrelated with the environment which is sum total of earth, air and water. Health is a pre-requisite for human development and is an essential component for the wellbeing of all human beings. The consequences of malnutrition are obvious. Chronic under-nourishment hampers development, contributes to poor health and causes an increased risk of degenerative diseases among the children. Malnutrition leads to increase in the risk of morbidity, particularly from infectious diseases such as diarrhoea, pneumonia, bronchitis, pleurisy and TB, etc. Inadequate and improper food consumption in terms of the nutritive value of food which is to be measured by Kilo Calories (as prescribed by ICMR) together with reduction of physical activity among children are responsible for disease and disability.

In recent years the economic scenario in India is changing a lot. But economic development has not been able to bring about social development of all sections of the population, particularly women and children of our country. Due to limited access to food and medical treatment, under-nourishment and malnutrition are high among women and children. In rural areas women do not generally take crucial decisions on their own regarding management of the affairs of the family. They are a deprived lot suffering from a number of problems such as poor hygiene, poor sanitation, poor health infrastructure, illiteracy, poor economic condition, ignorance of family members, all of which cumulatively contribute to nutritional deficiency which in turn leads to most of the health related problems among women and children. Malnourished women give birth to malnourished children. Undernourishment of children is caused by low intake of food with poor nutritive value measured by Kilo Calories. Since the women of rural areas stay in questionable conditions, the level of their awareness and understanding of the importance of health, hygiene, sanitation and nutrition is quite low. Women being the key to household production and re-reproductive functions are needed to be cared for to ensure holistic development of the family, community,

society and the nation. The health problems of women and children in the cycle are the main hindrance to the process of development. A woman faces different health related problems in different phases of her life. Her health issues differ with age and individual. Women in India have a higher life expectancy than men but suffer in terms of neglect of their irreducible barest minimum entitlement to maintenance of sound health for a decent human existence. The health and nutrition of the child is inextricably linked with that of the mother and, therefore, the need of the hour is adoption of a holistic strategy to ensure the health and nutrition of both.

From this point of view, a project funded by the DST, Government of India was taken up for implementation to enhance and secure the health of both women and children through capacity building in rural areas. In a broad sense, the aim of the project was to initiate a process within the selected target groups for improvement of their health and nutritional status through awareness generation, technological advancement and capacity building. The proposed project was multi-dimensional and integrated in nature. It dealt with various aspects of life for the advancement of women and child health and nutritional status. The Project is implemented in 12 villages and 12 ICDS Centers of Bolpur- Sriniketan and Illambazar Blocks of Birbhum district, West Bengal.

### **Major Areas of Interventions**

The following part discusses the changing scenario that has been observed due to the implementation of the project in its different phases and aspects which has enhanced the health and nutritional status of women and children. In addition, the organization of different awareness workshops on relevant and pre-determined objectives has led the women and later the community as a whole to a better life in terms of hygiene, nutrition and sanitation.

### **Kitchen Garden**

Kitchen garden is a small space in the household where vegetables and fruits are grown. It has a nutritive, aesthetic as well as a spiritual value. It ensures production of vegetables on regular basis which are fresh having a higher nutritive and organic value. It prevents air pollution as well as malnutrition. Moreover, kitchen garden is soothing to the eyes and refreshing to mind. It has been generally observed that a kitchen garden is raised in a household when the householder evinces keen interest therein and perceives the need for the same. With the of awareness workshops initiated through the project, women started to understand the importance of raising kitchen gardens. The number of kitchen gardens went up in every village. The women realized that preparing a kitchen garden gives two fold benefits. On the one hand, they can consume fresh vegetables with nutritive value while on the other, their expenditure gets reduced as they need not need buy vegetables from the market. Women have initiated the process to have a kitchen garden even in households having less land or having inadequate provision of water. Nurpur village now has 24



gardens which have increased from 11. Supur village had 13 gardens and the number has increased to 32. Chandanpur had only 9 gardens and after repeated persuasion/motivation the number has gone up to 24. Raipur village had 12 kitchen gardens in good shape and with the help of awareness workshops the number has gone up to 21. Similarly Kakutia village had 13 gardens and the number has gone upto to 22 through a similar process. Binuria village showed keen interest to raise for kitchen gardens as it raised the number from 10 to 17. Kartikdanga village has an interesting frame of kitchen garden.

The villagers of this village have together practised the kitchen garden in a common big plot. The number of gardens in this case has gone up from 8 to 22. Ballabpur village had 14 gardens on their personal initiative and the number after the awareness workshops has gone up to 27. Lohagarh village had, however, a poor track record in the beginning. They had 11 gardens with insignificant production. Awareness regarding adoption of proper techniques and utilisation of land has increased the number to 20. The village Kamarpara had the smallest no of 6 gardens. They faced immense difficulty in water supply and had lack of interest at the same time. A number of workshops on awareness and motivation resulted in increase of the number of gardens from 6 to 20. Mahidapur village had 9 gardens which have gone up to 18 in the same way. Majority of the villagers of Halsidanga are farmers, and plant vegetables on a large scale. For this reason, they were not inclined towards kitchen garden. During this process 17 gardens were made from 5 in this village.

### **Vermicompost**

Vermicompost in a systematic organic manner was done only by the villagers having a wide range of cultivation. Very rarely native population makes a sincere effort to prepare vermicompost in their house since they consider it to be unclean and labour intensive. Women had an idea that preparing vermicompost at home was a difficult process. Collection of cow dung would produce a stinking smell and touching vermin would not be a convenient task for them.

With continuous intervention through awareness workshops on preparation of vermicompost such mindsets were removed and women were eventually convinced that the process of preparation of vermicompost at the household level was easy and would not pose any health problem. The motivation which came from the awareness generation camps got transferred from one woman to another and they were motivated to make it, come what may.

Preparation of vermicompost on a regular basis for individual kitchen garden or farming is a rare phenomenon. Villagers practised cow dung fertilizer and majority of them used chemical fertilizer for their cultivation. The initiation of the project was to begin the preparation and usage of the vermicompost for cultivation instead of chemical fertilizer. Awareness workshops were organised to realise the importance of vermicompost production which is better in terms of quality and which ensures healthy

production of the vegetables or cereals in comparison to chemical fertiliser. The selected villages had initially no vermicompost production at all. Women through interaction conveyed their difficulties in preparing vermicompost. On participating in the awareness workshops and continuous motivation which followed the women have slowly developed a clear idea regarding the concept, process and outcomes of vermicompost production. Eventually the discussed villages have 50 households producing vermicompost.

### **Health and Nutrition**

The awareness workshop initiated by the workers of the project discussed the various related and relevant aspects of health, hygiene, sanitation and nutrition of mothers. The workers of Anganwadi centres do convey such awareness regarding the various aspects of health and hygiene of mothers and children. The awareness workshop organised by the project members intended to strengthen the functioning of the centres along with providing awareness at the grass root level. The range of awareness gained may be described with reference to the number of mothers attending the anganwadi centre vis-a-vis the total number of mothers, the extent and level of motivation impacting the farmer and getting reflected in a number of positive outcomes such as improvement in personal hygiene, drinking water and health care of children. The surroundings and places within the households were found to be kept clean on regular monitoring of the household and discussion with the mothers and women regarding the same. The most mentionable aspect observed is the use of sanitary napkins which they have realized to be important through discussions held in awareness camps on health and hygiene.

### **Changes observed in ICDS Centre**

It has been observed that the attendance of mothers as well as the children in the anganwadi center is not uniform in case of every village of the selected area. The percentage varies according to the willingness of the mothers convenience in terms of timing of the centre to come to the latter and at the same time willingness to send their children to the center. Emergence of the project has organized mothers' meetings at the center so that majority of the mothers can attend and develop the habit of coming to the center regularly. The scenario is such that since here the mothers lack awareness regarding importance of building a better health of their children for which a number of activities takes place in the centre, they consider the latter to be just a source of providing food for which they may come or send someone else to collect it. But later with the organization and continuous imparting of awareness in them regarding the actual importance of the center that they should visit it regularly to keep an observation on the health status of their children as well as to gain knowledge regarding different health issues of the mother and the child, the scenario has changed to some extent with an increase in percentage of mothers visiting the center in the respective villages.

The attendance of the children in the anganwadi center primarily depends on the desire of the mothers to send their children and the enthusiasm of the anganwadi workers to make the centre attractive enough for the children to be brought. Regrettably both have been found to be lacking. Anganwadi workers do not impart pre-school education in every center in a homogeneous manner. In certain cases workers are primarily busy in preparing and distributing food and, therefore, children would come at the relevant time to collect them. Regular visit of the project workers to the centers and attracting the children by using different techniques of teaching and playing have generated a new interest in them to visit the center regularly apart from having food. The beginning of the project has made the occurrence of the mothers' meeting a regular phenomenon. Mothers were invited through regular and repeated visits to their households to participate and share their thoughts at the meeting. But previously meetings were not taking place regularly in the selected villages. The supposed meetings mostly found place only in official records. This scenario has changed with the initiation of the project workers through a continuous interaction with the mothers inclining their interest to participate in the meetings. But as it looks, the meetings which are reported to have taken place earlier prior to the project were mostly in pen and paper. This scenario has changed with the initiation of the project workers through a continuous interaction with the mothers which has generated their interest to participate in the meeting. Moreover, frequency of the attendance of the mothers in meeting has also increased over time.

### **Cleanliness maintained in the anganwadi centers**

Maintaining cleanliness in the anganwadi center is the most vital aspect of the center apart from supplementary feeding and providing pre-school education. Hygiene is an important aspect which leads to good health of the child. Therefore, it is most essential to keep the center and its surroundings clean so that children can grow better in a healthy environment. Cleanliness maintained in the anganwadi center is projected by showcasing observations on certain aspects which are both interesting and relevant. The first aspect considered is cleaning the toilet on a regular basis which was not found in the selected villages. After the emergence of the project generation of continuous awareness regarding the harmful effects of a dirty toilet and importance of daily cleaning has produced positive results. Cleanliness of the kitchen on a regular basis is yet another important contributory factor for good health of the children. After the organization of the awareness workshops it was realized by the workers of the center and the mothers that cleanliness of the kitchen will lead to service of clean food and, therefore, that will add nutrition to the health of the children. Next to these observations is the one on cleanliness around water resource. It is of paramount importance that the sources from which water comes is not contaminated and there is no leakage in supply pipelines or excess flow water logging and creation of an unhealthy surrounding. With generation of awareness of the harmful effects of stagnant water and importance of regular practice of proper cleaning of hands and utensils, the irregular cleaning found in villages has now been replaced by adoption of better cleanliness.

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## **Imparting Impart Education on Health and Hygiene**

Imparting education on health and hygiene to mothers and children is the most important objective of the anganwadi center. The centre monitors the growth of the children by taking regular check up of their height and width. Through charts, posters and discussion, it disseminates basic information on health and hygiene to mothers and children. Prior to the project, instructions on health, hygiene, sanitation and nutrition were being imparted by the anganwadi worker to mothers and children. After organization of awareness camps and observing the project workers doing the same in their meetings this became a regular practice in every village.

### **Waste Water Management**

Villagers did not have a clear idea regarding the waste water management. A few households had an unorganized drainage system which they had made out of their personal initiative. Certain places were found to have stagnant water creating a filthy and infected environment. The surroundings of every house hold more or less had watery mud, stagnant water and a stinking smell which emerged from absence of proper drainage system.

Repeated awareness of the harmful effects of stagnant water has generated the awareness among women to make a proper passage to drain out stagnant water from their household and surrounding on a regular basis. Continuous discussion with the villagers and resource persons of the village has led to a decline in the pools of the stagnant water that remained accumulated at different areas of the village polluting the environment and being the breeding ground for mosquitoes. The awareness among a few has spread among the majority resulting in complete spread of awareness and practising the required activities by a large size population. The waste water in every household of the village is now being channelized in their kitchen garden so that it can be re-cycled in a scientific way. Women do not need to carry water to wet their plants. Moreover, in regions having scarcity of water supply kitchen gardens become a reality through this process.

The informal waste water management system was primarily found in Nurpur village and was least found in Lohagarh village. The project provided muddy pots to the households to create a system for managing wastewater. With organization of various awareness workshops on the negative effect of stagnant water and proper utilization of the wastewater, it has been found that in the duration of three years Kakutia is having the highest number of formal waste water management system i.e 32 along with the informal ones whereas Kamarpara has the lowest i.e 14.

### **Health Camp**

Health Camp is organized once every month in a village at a time when changes from one to another in every month get circulated in the twelve villages in twelve

months. Rarely medical officers with or without paramedical staff visited the villages for conducting health check-ups. Women in the villages had generally developed a mindset that visiting doctors consumed a lot of time, energy and resources of the target groups. Collecting and consuming medicines from the local shops was found to be more convenient than attending the health check-up camps organized by medical officers. The poor, ignorant and gullible people in normal areas also preferred to approach faith healers, quacks and charlatans in the village. Besides, medical officers and para-medical staff by their action and conduct have not succeeded in generating trust and confidence among the rural fold and, in particular, among female patients. Lack of awareness among women especially adolescent girls failed them to understand the causes and consequences of a disease. Anganwadi workers have also stated that women were unaware of the different diseases causes even if they are infected by one.

The implementation of the project has made visit of doctors for the check-up of the health, specially of women and children a regular phenomenon. This has led to identification of the disease, if any, at the basic level that can now receive proper medical treatment at the appropriate time. The concept of visiting doctors among women has changed with the regular visit of doctors to their village. The shackles of hesitation have been broken. A close link has been established among the doctor and patients which not only helps them to provide proper treatment at the proper time but also promotes awareness regarding different aspects of health as the doctor conveys to them while treating them. Awareness among a section of women attending to visit of doctors for check-up of health and health counseling has spread to the larger sections of women folk of the village which has made majority of them aware regarding the causes and consequences of diseases as well as the treatment available for curing the same. Beyond the visit of the doctors in the village, anganwadi workers have made a good beginning to provide treatment of the villagers in time by providing them information regarding the presence of doctors (time, place and manner of making appointment) as per their need. Regular visit of the workers to the households also has imparted knowledge of health condition of the villagers which, therefore, receives proper guidance regarding treating them in need.

## **Conclusion**

The implementation of the project has led to promotion of awareness among the women and children not only in terms of technical knowledge but in terms of their understanding of the importance of health including mental health by dispelling mindsets. Women have developed better understanding of the concept of good health, apart from acquiring knowledge and awareness of new ideas which they were completely unaware of. Awareness generation workshops on different aspects of preventive, curative and re-habilitative health have given them a platform to learn the unknown and share their difficulties. Discussion has often enabled them to dissolve problems on their own. Health is an asset for every human being which is needed to be taken care of through observance of sanitation, hygienic practices and nutrition.

Women themselves have now started the personal initiative in developing and maintaining their kitchen garden throughout the year. They are inclined to use vermicompost in their kitchen garden which they produce in their households by receiving training from the project. Apart from the training provided to the women on vermicompost production further the women themselves produced the fertilizer even though they did not receive any material or financial assistance from the project. The nutritional aspect of the health of the children is thus maintained by consuming nutritious food and observance of the right schedule for feeding children. Women have gained a two way knowledge regarding the importance of kitchen garden. Firstly, fresh vegetables provide better nutrition to them and secondly, consuming the same is cost effective. The functioning of the anganwadi centres has registered improvement through continuous awareness workshops on the anganwadi workers and efforts in providing pre-school education to the children, motivating mothers to visit the center regularly by conducting mothers' meetings on the activities undertaken in the center. Regular visit of the doctor for check up of health through health camps has promoted a positive relationship between the doctor and female patients. The latter have received access to timely medical treatment. Doctors continuously convey the do's and the don'ts while imparting awareness to patients and while treating them on different aspects of health, hygiene, family planning and on the various special cases that come up during the camp. The other side of the coin is the importance of maintaining hygienic practices for good health. Different hygienic practices are being observed regularly by children and women in family also. Apart from personal maintenance of hygiene, surrounding cleanliness is equally important. The stagnant water is being drained out and this has been made possible through training through waste water management. Women now themselves make channels even if they did not receive clay pots from the project to keep their surroundings clean and avoid the negative effects of stagnant water. The implementation of the project has generated positive attitudes among the women so that they can themselves initiate the activities of the project even after the completion of the project.

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## **Abstract**

This study is an attempt to examine the current innovative andragogy being used by teacher educators for effective teaching in the higher educational institutions and adult learner preference for better learning. For this purpose, random sampling technique was employed to select 30 teachers and 30 students from different departments of Jamia Millia Islamia institution. Thus, the total sample consists of 60 respondents whose responses were collected by using a questionnaire. The findings of this paper highlight the various combinations of teaching strategies as are used by the teacher educator for their theory and practical classes as also self learning. This will be helpful for other teacher educators in designing a new innovative andragogy to deal with the diversified group of learners in a higher educational institution. This paper also reveals that the adult learners prefer the combination of innovative andragogy and conventional methods for effective learning. Further the paper also discusses the recommendations for effective teaching on the basis of research findings.

**Keywords:** Innovative andragogy, effective teaching and adult learners.

## **Introduction**

In the present study innovative andragogy is an effective teaching strategy developed for adult learners in higher education. In higher education adult learners are taught through both conventional and innovative ways. The innovative andragogy is thoughtfully experimented by adopting different teaching approaches, technologies, curricular enhancement, course design and assessments that are applied by the teacher educator - Society of Teaching and Learning in Higher Education (STLHE). Using innovative andragogy is a crucial skill for teacher educators. Scientific research has shown that innovative andragogy can significantly enhance the learning process on the part of the learner. To conduct innovative andragogy is not at all easy as it requires the teacher educators to come out of their comfort zone to a position where they may fail. However, experimenting with innovative andragogy helps to improve

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adult learners' engagement, motivation and attainment and is beneficial for both adult learners and teacher educators. The goal of innovative andragogy in the competitive era of education is to create a new system of education that is relevant to adult learners. It will help them to compete in the global economy by engaging them and addressing them as individuals, encouraging the development of competitive skills that they will require after completing their higher education. Innovative andragogy will also facilitate social mobility, help in reaching more adult learners with Massive Open Online Courses (MOOCs) and facilitate the faculty development programme, workshops and seminars through the use of Information and Communication Technology (ICT).

Effective teaching enhances the quality of student learning. Effective teachers develop productive relationships with their students and take a particular interest in their overall development and progress. Effective teachers strive to motivate and engage all their students in a meaningful learning exercise. Effective teaching does not occur by chance; rather effective teachers work in collaboration with each other to generate and sustain genuine interest among the learners to learn, retain and participate as also acquire the desirable levels of proficiency in mother tongue, mathematics, physical and earth sciences and environmental studies. Effective teaching has become even more important as the emphasis on quality in higher education has increased. The emphasis on higher education in India can be understood by the number of Universities currently in position in India and the quality of education they provide. As of February 2017, there are 789 universities, 37,204 colleges and 11,443 stand-alone institutions in India, as per the latest statistics from the UGC website.

The teaching can be effective when it is designed keeping in mind what the learners think, feel, see, touch, sense, smell, taste, ask, explore, analyse, etc. In the present study these learners are addressed as adult learners. An adult learner is a mature student in higher education, who is involved in various forms of learning. It represents a diverse set of individuals with distinctive demographic characteristics, socio-cultural background, aspirations and levels of participation. - Pusser et.al, 2007. Adult learners bring experience, maturity, wisdom and self-awareness to learning that younger learners do not. Over a period of time educators have determined that most adults, adolescents and children learn best by experiencing a blend of activities that promote the three learning domains: cognitive, affective and psychomotor. While designing learning lessons for the classrooms, the teacher educator should not only emphasize the available information and facts, but should also include concepts so that a proper understanding of the subject/ topic is developed and suitable generalizations may be derived. Critical and logical thinking should be encouraged; this can be done by breaking the knowledge of content into several parts and making the adult learners understand their relationship with each other and to the whole. Provision should also be made for the application of the new knowledge in real life situations. Besides, some provision should also be made about evaluating teaching



learning efforts. Thus, the teacher educator should very carefully select the innovative andragogy for classroom teaching. He/ she must know when and where to use a given innovative andragogy or a combination of innovative andragogy i.e. according to the subject, topic, strength of class, available resources and time. The teacher educator should thoughtfully experiment and apply new or different andragogical approaches, technologies, curricular enhancement, course design and assessments.

## **Literature review**

Education is a social institution that has been serving society since times immemorial. Education must not only be comprehensive and sustainable but must continuously evolve systematically and consistently in response to the call of the day so that it can meet the challenges of the fast changing and unpredictable globally competitive world. For this teacher educators at various levels of education are expected to innovate the theory and practice of teaching and learning to ensure quality preparation and meaningful and effective participation of all the students for/ in life and work (Peter Serdyukov, 2017). Teaching, therefore, must be given top priority focusing to improve the innovative capability of the learners. Teaching in schools and institutions must adjust to the need of social development, replacing the conventional teaching modes with modern means of teaching (yu-je lee et al., 2012). For a dynamic education system, existence of creativity and inventive people are essential because progress in any ideal society originates from an efficient education system (Ahmadi & Abdolmaleki). These teaching practices include the instructional techniques and strategies which enable learning to take place. It refers to an interactive process between teacher educator and learner and also applies to include the provision of some aspects of the learning environment (Siraj-blatchford et al., 2002)

## **Need of the study**

The demand of this competitive era is quality education by making use of modern and relevant technology and innovative andragogy in an adult teaching and learning institution. This will open up new opportunities for adult learners when they will finish their higher education and for teacher educators as well. This study was thus conducted to know about various innovative andragogies which are being practised by teacher educators for effective teaching in higher education and the preferred innovative andragogy by adult learners for better learning.

## **Objectives**

Present study is conducted with following objectives:

1. To examine the awareness of innovative andragogy among teachers in higher education.
2. To study how the innovative andragogy is being practised by teachers for effective teaching in higher education.

3. To study the preference of adult learners for innovative andragogy in higher education.

### Research methodology

This paper aims to know the current innovative andragogy that is being used by the teacher educator for effective teaching in the higher education domain and adult learners' preference for better learning. For this purpose, random sampling technique was employed to select 30 teachers and 30 students from different departments of Jamia Millia Islamia Institution. Thus, the total sample consists of 60 respondents whose responses were collected by using a questionnaire. Mixed research approaches both quantitative and qualitative were employed to answer the research questions. Both open-ended and closed-ended questions were asked. Two questionnaires were administered, one for teacher educator on the following domain i.e. awareness of innovative andragogy, faculty development program attended, usage of innovative andragogy for theory and practical classes and ICT used for self learning. Other questionnaire developed for the adult learner includes innovative teaching methods used by teacher educators in the classroom, their preferences for a particular teaching method and reasons for preference.

### Result and discussion

**Table – 1: Awareness of teacher educator about innovative andragogy**

N 30	Aware		Not Aware	
	F	%	F	%
	26	86.67	4	13.33

Table no 1 depicts that about 87 percent teacher educators in higher education are aware about the innovative andragogy and 13 percent are not aware about it.

**Table – 2: Faculty development program attended by teacher educator regarding innovative andragogy**

Sl.no	Faculty development programme	Number and percentage of Teacher educator attended	
1	Induction program	14	46.66 %
2	Orientation program	28	93.33 %
3	Workshop	11	36.66 %
4	Seminar	18	60.00 %

With regard to faculty development program regarding innovative andragogy, teacher educators responded that though it was one of the components of FDP they require more emphasis on this topic in future programs. Table no. 2 shows that 93 percent respondents had attended orientation program, about 47 percent respondents

had attended induction program, 60 percent respondents attended seminar and about 37 percent had attended workshop.

**Table -3: Usage of innovative andragogy by teacher educator in class.**

SI.no	Usage of innovative andragogy	Number & percentage of Teacher educator	
1	Maximum	15	50.00%
2	Average	7	23.33%
3	Minimum	8	26.66 %

Table no 3 shows that out of 30 teacher educators surveyed 50 percent teacher educators reported maximum usage of innovative andragogy during teaching learning process. 23 percent teacher educators reported average usage of innovative andragogy and about 27 percent teacher educators reported minimum usage of innovative andragogy in higher education.

**Table- 4: Preference of Adult learner about innovative andragogy for better learning**

SI.no		Preference for better learning	
		F	%
1	Conventional method	3	10.00
2	Innovative andragogy with conventional method	18	60.00
3	Innovative andragogy using technology	9	30.00

Responses of adult learners for innovative andragogy in higher education as per their preference for better learning revealed that 60 percent of the respondents prefer innovative andragogy with combination of conventional methods, 30 percent with innovative andragogy using technology and only 10 percent showed preference for conventional methods. Among the responses for innovative andragogy with conventional methods, maximum responses were for lecture (two way interaction), questioning, group discussion, audio-visual tool, infuse real world experiences into your instruction, project based learning, welcome new ideas, and simulating classroom environment. Reasons as reported by respondents for preferring different innovative andragogy for better learning are discussed in table no 5

**Table - 5. Reasons for adult learners preference of different innovative andragogy for better learning**

Innovative Andragogy	Reasons
Conventional method	The one to one student teacher interaction helps students to actively learn the lessons delivered by teachers
	Active participation as students can ask questions from teachers if they have any problem in understanding
	Good communication between students qua teachers and between students qua students
	The duration of lectures are fixed

Innovative andragogy with conventional method	Creates better learning environment
	Leads to long-term knowledge retention
	Suitable for a heterogeneous group
	Helps to acquire new knowledge and skills for learning
	Very effective when beginning with a new topic,
	Learners exchange ideas, enhance interaction
	Learners listen to other's opinion and express their opinion
	It evokes thinking among students
	Learning is more effective and makes teaching learning process more active
	Very effective for students don't excel working solo
Innovative andragogy with technology	Helps to get practical knowledge of subject
	Enhances self learning
	It helps to get real experience in class
	Saves time for learning
	Suitable for large classes
	More queries are answered
	Helpful specially for subjects which requires step by step memorization

### Commonly used combination of innovative andragogy for theory classes

For providing theoretical knowledge, theoretical clarity of a particular topic or subject is needed. Theoretical knowledge serves to focus on giving complete knowledge that builds the context and helps the learners to set a strategy for dealing with its practical application. Thus, theoretical knowledge can often lead to a deeper understanding of a concept through seeing it in context of a larger whole and understanding the 'why' behind it. Most teacher educators are using different combinations of innovative andragogy to enhance the cognitive value among adult learners, in order to help them remember, create, analyse, synthesize, and evaluate the knowledge. Different combinations of innovative andragogy used by teacher educator for theory classes as reported by them are:

1. Lecture, discussion, concept mapping and welcoming new ideas
2. Simulation and project based learning
3. Lecture, discussion and brain storming
4. Use of interactive PPTs and chalk& talk method
5. Using PPTs, smart boards and adding visual video in the lesson
6. Written assignments, case study and presentation
7. Group discussion and infuse real world experience
8. Simulating classroom environment and reflective thinking
9. Field trip observation, assignment and discussion
10. Technology based Project learning
11. Workshop and hands on experiences

### Commonly used combination of innovative andragogy for practical classes

Practical components have a different modality in contrast with theory paper and help in acquiring specific techniques that become tools for specific subject learning and lead to much deeper understanding of a concept. Developing excellence in professional skills empowers the adult learner to achieve something that he/she has

been studying about. Practical knowledge becomes really important for proper growth and utilization of learners' knowledge that he/she has a practical edge too. For nurturing adult learners' proficiency and skills, the following combination of innovative andragogy is used by the teacher educator for practical classes as reported by them:

1. Case studies and reflective thinking
2. Observation and gap analysis
3. Lecture, lab assignments and demonstration
4. Demonstration and feedback on practical observation
5. Experiments performed on various instruments
6. Laboratory, chalk& talk, brain storming and questioning
7. Laboratory and lab assignment
8. Use of audio-visual aids and discussion

### **ICT methods/ tools used by teacher educator for self learning**

Effective teachers have become good at what they do because they evaluate their practice and self-direct their learning. They try to implement adequate paths and methods for self learning and to improve their teaching effort and to foster the efficiency of learning experiences of the learners. The skills that the teacher educators need in order to manage their learning effectively and efficiently cannot simply be assumed as taken for granted. Instead they must be developed systematically. As reported by the teacher educators, they are using the following ICT methods for self learning. These are: MOOCs courses, SWAYAM courses, Internet explorer, Sciences website, E-pathshala, E-contents, E- resources and Computer/ laptop/ pen drive/ CD.

### **Findings and discussions**

About 87 percent of teacher educators are aware about the innovative andragogy. One of the reasons for this can be that in India it is compulsory to attend the faculty development program under the guidance of UGC; therefore, maximum number of teacher educators were aware about the innovative andragogy. This is also supported from the responses collected, as 93 percent respondents had attended orientation course, 46 percent have attended induction program, 60 percent seminar and 37 percent had attended workshop.

In spite of being aware about teaching practices, only 50 percent of respondents are actually using the innovative teaching practices in class. Reasons for this as reported by them are lack of resources and infrastructure, Students' absenteeism, lack of interest of students, students not being interested in fixed group discussion, heterogeneous class, large strength of students, less teaching days owing to late admission and semester system, unavailability of seminar room and auditorium, lack of resources like audio-visual aids, projector etc, lack of in-service training

program for faculty development, no maintenance of smart classroom and lack of technical staff.

Irrespective of facing problems in using innovative teaching practices, as above, teacher educators are using them for their self learning. According to the received responses, the teacher educators are using Computer/ laptop/ pen drive/ CD, Internet explorer, E-contents, E- resources, Sciences website, MOOCs courses, SWAYAM courses and E-pathshala for their self learning.

## Recommendation

- 1. Encourage the practice of effective and meaningful innovative teaching:** For effective teaching and to deal with the diversity in a classroom of learners with diverse socio-cultural background it is essential for teacher educators to use innovative andragogy in higher education so that learners can enrich their learning experiences and enhance skill development. These skills are required to compete in a highly competitive global market like critical thinking, problem solving skills, communication skills, inter and intra personal skills. The practice of effective and meaningful innovative teaching will not only benefit adult learners but the teacher educators as well. Innovative andragogy applied by teacher educator is also helpful in understanding different teaching approaches, technologies, curricular enhancement, course design and assessments.
- 2. Emphasis on innovative andragogy in pre-service training, in-service training and university exchange programs:** Pre-service training that is conducted for teacher educators should also include innovative andragogy in their curriculum so that their innovative skills are enhanced. Though in-service training is conducted in good number, still more emphasis should be given on workshops, seminars and collaboration programs for resource mobilization.
- 3. More time devotion for practical work in workshops and seminars:** More number of workshops and seminars on innovative andragogy should also be conducted for adult learners, also additional hours should be dedicated for practice, so that teacher educators are not only aware about innovative andragogy using technology, but can efficiently use the same in their classes too. This will save their time and cost in learning. Through use of MOOCs and available online content adult learners can also have different views of the topic, this will also enhance their learning.
- 4. Availability and accessibility of ICT resources in the concerned department for both teacher educators and adult learners to promote effective learning:** Responses of adult learners for innovative andragogy in higher education as per their preference for better learning revealed that

majority of the respondents prefer innovative andragogy with combination of conventional methods. Thus, the teacher educators must practise innovative andragogy in their classes and this will be facilitated by the availability and accessibility of ICT resources in their respective departments. If the adult learners are also allowed to use these ICT methods their learning will be further reinforced.

**5. Need to bring shift in learning preference of adult learners:** Throughout their schooling adult learners are taught more with conventional teaching methods, to bring a shift in their learning preference and making them more competitive in a globally competitive modern world, teacher educator must focus on including open educational resources, teacher blogs, recorded lectures, MOOCs and social networking like WhatsApp in teaching learning process.

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### **Abstract**

Lifelong learning is self-initiated education with a focus on self-development. It generally refers to the learning that occurs outside a formal educational institution, such as a school, college, university or corporate training centre. Journalism is the activity of gathering, assessing, creating, presenting and disseminating news, views and information. It is also the sum total of these activities. Journalism intends to provide verified information which society and State can use to make better informed and judicious decisions and introduce better practices. Journalists through investigative journalism seek, explore and investigate the truth about events, activities and facts before making them public through newspapers/radio/television. Educational broadcasting refers to Television and Radio programming related to courses of study. The term “educational” is also applied at times to other programmes that are particularly enlightening, informative or intellectually stimulating. Educational broadcasting allows a single teacher to address thousands of people. For educational programme, several unique characteristics make television and radio especially useful. Among these are easy communication, sense of realism, technical nature and character of information available through the media, timeliness and objectivity. However, a number of shortcomings have been identified in educational programmes. They include general lack of such ingredients as reciprocal relationship, flexibility, regularity as well as limitations in the physical sense. The foundation of Indian broadcast lies in the country’s network of radio and television stations that contribute to the bulk of the broadcast and telecast programmes. The satellite based network with high and low power transmitters have been installed all over the country and more than 40 production centers form part of one of the largest television systems in the world. The structure of Akashvani (All India Radio) and Doordarshan in India is presently two-tier, with national and regional stations being put in place.

**Keywords:** Lifelong Learning, Educational Journalism, broadcasting

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With increased capacity on the latest INSAT (Indian Satellites System) satellites, there is a wide variety of services in English national as regional languages. The Indian broadcasting has, since its inception, been an active partner in educational broadcasting. Both the broadcasting organizations (All India Radio and Doordarshan) and other government agencies have been involved in the production and transmission of educational programmes.

### **Lifelong Learning and Educational Journalism**

Lifelong learning is self-initiated learning with the focus on self development. It generally refers to the learning that occurs outside a formal educational institution, such as a school, college, university or corporate training centre. It is described as being voluntary with the purpose of achieving personal fulfilment. Lifelong learning recognizes that not all our learning comes from a class room since we have goals or interests outside our formal schooling and jobs.

The underlying philosophy and rationale of the above statement has been lucidly and forcefully brought out by the National Level Curriculum Framework Committee (2005) under the chairmanship of Prof. Yas Pal in the following words:

‘The child’s community and local environment form the primary context in which learning takes place and in which knowledge acquires its significance. It is in interaction with the environment that the child constructs knowledge and derives meaning’.....

This is not only because the local environment and the child’s own experience are the best entry points into the study of disciplines of knowledge but more so because the aim of knowledge is to connect with the world..... Learning tasks that are designed to ensure that children will be encouraged to seek out knowledge from sites other than the text book, in their own experience, in the experiences of people at home and in the community, in libraries and other sites outside the school, communicate the philosophy that learning and knowledge are to be sought out, authenticated and thereby constructed, and that neither the text book nor teacher is an authority.

### **Characteristics of lifelong learning**

The important characteristics of lifelong learning are:

- a. it is voluntary in nature.
- b. it is self-motivated.
- c. it doesn’t always require a cost.
- d. it is often informal.
- e. self-instruction is sought.
- f. motivation is out of personal interest or personal development.

## **Educational Journalism**

Journalism is the activity of gathering, assessing, creating and presenting news, views and information. It is also the sum total of these activities. Journalism intends to provide verified information which the society and State can use to make better decisions, and introduce better practices. Journalists are used to find “the truth about the facts”. Journalism refers to the production and distribution of reports on recent events,

### **Elements of Journalism**

According to Bill Kovach and Tom Rosenstein, the following are the elements of good journalism:

#### **1. Journalism’s, first obligation is to the truth**

Journalism seeks a practical and functional form of truth since good decision making depends on people having access to reliable and accurate information put in a meaningful context.

#### **2. Its first loyalty is to citizens**

The publisher of journalism must show an ultimate allegiance to citizens.

#### **3. Its essence is a discipline of verification**

Journalists rely on a professional discipline for verifying the accuracy of every information which they seek to create and present. Every journalist uses certain methods to assess and test information to “get it right.”

#### **4. Its practitioners must maintain an independence from those they cover**

Independence is the corner stone of reliability. It means not becoming educated by sources, intimidated by power, or compromised by self-interest. There is no question of the target audience being subjected to coercion or regimentation to accept a piece of news/ views non-challantly without ifs and buts.

#### **5. It must serve as an independent member of power**

Journalism has an unusual capacity to serve as a watch dog over those whose power, position and decisions affect the citizens most. It may also offer voice to the voice less i.e. the poor, deprived, displaced and disadvantaged.

#### **6. It must provide a forum for public criticism and compromise.**

#### **7. It must strive to keep the significant interesting and relevant.**

#### **8. It must keep the news comprehensive and proportional.**

Keeping news in proportion is the corner stone of truthfulness.

## **9. Its practitioners must be allowed to exercise their personal conscience.**

## **10. Citizens, too, have rights and responsibilities when it comes to the news.**

One comes across information, decides whether or not it's credible, and assesses its strength and weaknesses. Citizens have every right to subject every news/views to scrutiny; there is no question of any unqualified acceptance of the same.

### **History of journalism in India**

Indian journalism is only 200 years old. It owes its birth to English education and the impact of western civilization and culture. In the early period, Journalism was entirely an occupation of the Britishers in India. Later Journalism found our soil fertile for a quick growth.

In the early period, Indian journalists were mostly opinion moulded and they depended on foreign owned Reuters news. Any educated Indian could be the editor, publisher and printer of a journal. Most of the papers were published as weeklies and they turned as dailies much later.

The language news papers of the 19<sup>th</sup> century were very influential and highly critical of the colonial administration. Language press was at that time referred to as vernacular press by the government.

Before Independence, journalism for Indians was a mission and a means to an end. Journalism was the only available means to achieve mass support in the freedom struggle for liberation of the country from the colonial rulers. With the arrival of Gandhiji (1915) the Indian owned press gained added strength in their fight against imperialism and colonialism.

After independence, the press in the country fortified its position. News service - both domestic and foreign supplied news to Indian papers. Reuter news agency was converted to an Indian news agency with a new name such as the Press Trust of India (PTI). The newspaper managements were gradually turning to be business houses for existence. In the early days of the post-independence era as also before it, speeches were news and the people who made them were also news. Our papers are still heavily politics-oriented. After sixties they started giving importance to events other than politics. Development and investigative journalism are new trends in the field of journalism.

### **Mass media in education**

Even before independence our national leaders very well knew that both radio and television were powerful media and communication agencies for educating and

mobilizing the masses. The NPC clearly understood the potentiality of the mass media and enumerated its main functions as:

- A) Dissemination of news and useful information
- B) Fight against illiteracy and ignorance
- C) State welfare (through propoganda) and
- D)Entertainment

The growth and development of any nation committed to democracy demands highly educated individuals. Communication of knowledge and information can play an important role in increasing the level of knowledge and awareness of our people. It enables them to develop critical thinking. It also enables them to assess the trend and predict the shape of things to come. It can enable the target audience to take firm informed and judicious decisions for perusing the news as are in their best interests on all aspects of life. Improvement in standard of living is possible only with better access to a relevant information as well as meaningful knowledge and skills. Participation of people in social, economic and political activities then becomes possible as well as meaningful. Maintaining national unity becomes most difficult without dissemination of events in shape of news taking place in different parts of the country as also without having access to views of cross-sections of the society being circulated through newspapers, AIR, television.

### **Education and Communication**

Communication in the recent past is becoming itself a vehicle as well as a subject of education.

### **Audio- Visual educational films**

Audio- Visual equipment forms an integral part of the present day communication aids. The entry of T.V, Radio, V.C.R and Computer is considered as the fourth revolution in education. Audio visual aids combine the sense of hearing and that of vision too. Hence, it is considered to be a superior kind of technology. The Education Media Research centre i.e EMRC of Gujarat university develops educational T.V programmes for national telecast on behalf of the University Grants Commission under its "country wide class room" programme. The audio - visual medium is very effective and flexible adjusting to the needs of the time and interests of people. It is also an economical mode for dissemination of knowledge. This medium would be very effective in faculties like management, medicine, other technical and educational areas.

### **Media of communication**

Media of communication with education may be oral, printed or a combination of both. Printed communication with the educational community includes advertising

and publicity through motion pictures and slides, charts, maps, and posters, demonstration devices, exhibits, models, and samples. The newspaper is a valuable learning tool that forms an integral part of the educational process. News papers are the only medium which provide continuous, up-to-date, interesting and relevant news/views.

### **Educational broadcasting**

Educational broadcasting refers to Television and Radio programming related to courses of study. The term "educational" is also applied at times to other programmes that are particularly enlightening, informative or intellectually stimulating. Educational broadcasting allows a single teacher to address thousands of people. For educational programmes, several unique characteristics make television and radio especially useful. Among these are easy communication, sense of reality, technical assets available through the media, timeliness and special motivation. However, a number of shortcomings have also been identified in educational programmes They include general lack of such ingredients as reciprocal relationship, flexibility, regularity and system as well as limitation in the physical sense.

### **Education through broadcasting**

In a country like India, the role of broadcasting and telecasting would be much more important than that of the print media. From the early years AIR has accepted this role and several of its programmes are designed to fulfil it, whether they are intended for the general listener or for specific groups of people like farmers, women, students, teachers and workers.

### **School broadcasting**

Even before All India Radio came into existence, there were broadcasts for schools from Bombay and Calcutta. These were occasional and sporadic in character. It was only in 1937 that organized school broadcasting was started in Calcutta because both the university and the department of Education of then undivided Bengal asked for it. Even so the broadcasts were only bi-weekly lasting for only half an hour at a time.

There are 1300 millions people living in 700,00 villages and a no. of urban and semi-urban centres and a sizeable PC of them live below the poverty line. Radio and T.V can be used as supplement to schools and villages without schools can be served by T.V sets with teaching assistance so that at least basic education can be provided to children. At the same time, T.V or Radio is only a one way channel. Unless it is combined with correspondence or some other special arrangements in the class room, it is impossible to tell how much a student has imbibed and assimilated out of the lesson.

The student cannot control the pace of the lesson to fit the same to his/her needs. This is a formidable handicap. For this reason T.V lessons cannot cover all areas of learning. The development of critical or analytical reasoning and the encouragement of creative expression require very close interplay between student and teacher that the T.V or Radio can never provide. Radio and T.V can be used to supplement and complement the teaching in the class room.

Broadcasts can also be used to extend learning outside the school. Where there are no schools or where children cannot go to schools or where those who had to leave the school for work can only study in non- working hours, where certain skills have to be taught by, radio and T.V, combined with correspondence study, or group study under the supervision of a relatively un trained teacher or leader can be effective.

Broadcasting as a one way medium: teaching is a two way process and the broadcast of talks cannot ideally serve the purpose of two way communication. The printed word is far more effective than T.V pictures or the spoken word on radio. T.V is ten times as expensive as radio and is used mainly for subjects which demand a visual element such as scientific demonstration but radio holds good for subjects which demand verbal symbols. Full scale notes on the broadcast programmes are to be sent to the students in advance so that the programmes can be formed as an integrated part of the course.

Educational broadcasting is essential for accelerating the pace of national development in general and for bringing about qualitative as well as quantitative improvement of education in particular. Educational broadcasting can be a potent, instrument of educational advancement and an integral component of educational inputs in traditional as well as distance learning systems for different categories of learners.

Both radio and T.V programmes would serve all categories of learners (producers, consumers, small and marginal farmers, agricultural labour, fisherwomen and men, bidi rollers, labelers, and packers, collectors of raw hides and skins, flayers and tanners, salt workers, building and construction workers, workers in brick kilns, stone queries and stone crushers, rickshaw pullers, scavengers, sewer cleaning workers (beldars), handcart drivers, cart load drivers, loaders and unloaders, etc.) and provide all kinds of learning experience – knowledge, understanding, appreciation, attitude and skills.

Educational broadcasting by its very nature must address itself to the mass audience.

### **Educational Radio programmes In India**

First station of the Indian Broad casting company (IBC) was inaugurated at

Bombay by the British viceroy of India - Lord Irwin on July 23 1927. Radio has been playing an important role for promoting relevant and interesting education. Educational Technology (ET) cells in many stations have been taking an active interest in educational broadcasting to provide radio sets, planning programmes, producing and distributing teachers in the use of media and script writing.

### **Educational Programme (All India Radio)**

For school students, most of the AIR stations broadcast programmes based on the school curriculum to reach students in the interior areas. 76 stations of AIR have broadcast programmes for schools and 30 stations broadcast National Adult Education Programme (NAEP). Shimla, Nagpur and Tiruchirapalli broadcast programs on Non – Formal Education for the benefit of the children of the age group between 10 and 14. A science programme known as 'VIGYAN VIDHI' is being broadcast simultaneously in 17 languages.

### **Educational Programme in Doordarshan**

Educational programs both of enrichment type and syllabus oriented are being telecast by several Doordarshan Kendras. Programmes of higher education for under-graduates in the colleges were introduced in 1984, in collaboration with the University Grants Commission. The programmes of enrichment type in the respective regional languages comprise two segments for the age groups of five to eight years and nine to eleven years. The total duration of the programme is 45 minutes. In addition, area specific programmes in a duration of 35 to 40 minutes relating to agriculture, irrigation, health and family welfare are also telecast in various states in the local languages.

### **Satellite Instructional Television Experiment**

SITE, a biggest Communication experiment was commenced on 1-8-75 and completed on 31-7-76 and it covered 2400 villages in six states viz. Rajasthan, Madhya Pradesh, Orissa, Bihar, Andhra Pradesh and Karnataka for four hours daily in four languages. Community viewing sets were put up to cater to the needs of the rural population. The terrestrial T.V service was introduced following the SITE programme and a total of 10,000 villages were covered. Edusat is the first dedicated 'Educational Satellite' that provide the country with satellite based two way communication to class room for delivering educational material.

### **Kheda Communication Project**

The Kheda Communication project is a significant success, in using the modern media for social change. Space Application Centre, (SAC), Ahmadabad, has taken the responsibility to carry out the programme. Kheda is a small district in Central



Gujarat. 607 T.V sets were given to 443 villages. It was maintained by the state government and the sets were kept in panchayat houses. The programme was transmitted once every day. Both Doordarshan and the Space Application Centre produced the programmes. The programme proved to be very popular. The most interesting aspect of the Kheda experiment was the non-broadcast use of video tape, through the medium which sincerely attempts at a two- way communication. The two way communication was tried between villages and the administration. This promoting a dialogue between the two. The horizontal communication between neighbouring communities could lead to an exchange of ideas and views letting even a meaningful interaction with each other.

Audio – visual equipment forms an integral part of the present day learning aids. The entry of T.V, Radio, VCR and Computer is considered as the fourth revolution of education. Audio -Visual aids combine the sense of hearing and that of vision too. Hence it is considered to be a superior kind of technology.

### **Educational broadcasting today**

The foundation of Indian broadcasting lies in the country's network of radio and television stations that contribute to the bulk of the telecast programmes. The satellite based network with high and low power transmitters have been located all over the country and more than 40 production centers form part of one of the largest television networks in the world. The structure of Akashvani (All India Radio) and Doordarshan in India is presently two -tier, with national and regional stations. With increased capacity on the latest INSAT (Indian Satellites System) satellites, there are a variety of services in various languages.

The Union HRD ministry has given its clearance to a scheme called swyam prabha, allowing 32 direct – to- home (DTH) television channels to telecast programmes for school and university students from August. The All India Radio has taken off air all 37 Gyanvani educational FM radio stations. IGNOU started FM radio in Pune to broadcast education and development programmes. The Ministry of information and Broadcasting, Ministry of Human Resource Development, and the Ministry of communications, Govt. of India have given the permission to Indira Gandhi National Open university for running 37 FM stations in the country for educational broadcasting.

The AIR and Doordarshan broadcast and telecast a no. of programmes for educational purpose like quiz, agricultural, socio-cultural , entertainment and instructional ones, discussion quizzes and interview etc. But at present only a few educational programmes are being broadcast and telecast in AIR and Doordarshan and they are intended especially for children. Doordarshan telecasts educational programmes prepared by the State Institute of Educational Technology (SIET) under the category of educational broadcasting, The programme is for the children who belong to the age group of 1 to 10. All India Radio also broadcasts programmes for

children. It is seen that there is need of educational programmes for the purpose of educating adult learners, who belong to SC,ST, OBC, linguistic, cultural and religious minorities and other disadvantaged groups etc, since present programmes are insufficient to cater to the needs of the people who belong to the aforesaid categories. The programme need to be made much more broad based.

The Indian broadcasting has, since its inception, been an active partner in educational broadcasting. Both the broadcasting organizations (All India Radio and Doordarshan) and other government agencies have been involved in the production and transmission of educational programmes.

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# Lifelong Learning for Farmers and Self Help Groups of Women in Rural India

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## Abstract

Lifelong learning for farmers aims to provide knowledge in a sustainable manner for their economic development. It focuses on participatory development with community based interventions. The interventions are based on extension and empowerment services provided by NGOs and government stakeholders to enhance Social Capital by building strong social networks through Self-Help Groups of women in rural areas. The paper also discusses the role of NGOs in India for building SHGs to address economic distress in rural India by linking with financial agencies like Anik and NABARD. The significance of Village Development Committees in Hingoli District of Maharashtra and its impact on functioning of SHGs is explained by the author. The paper while making recommendations has concluded that lifelong learning programmes for farmers should aim at women empowerment to raise productivity of farmers and consider women as important participants and contributors to rural development.

**Keywords:** Lifelong learning, Farmers, Self Help Group, Women, Social Capital, Non-governmental organization.

## Introduction

Lifelong learning for farmers is conceptualized to assist rural communities who are at a low socio-economic level of development to acquire knowledge in a sustainable manner for economic development. The aim is essentially to eradicate poverty; it also has complementary themes of social, educational and health development. Developing the rural economy is significant in the context of achievement of the UN Millennium Development Goals as majority of the world's poor reside in rural areas.

The United Nations observes 15<sup>th</sup> October as International Rural Women's Day to signify contribution of rural women to world's economic development. Following footsteps of UN, Government of India in 2017 declared 15 October as Rashtriya Mahila Kisan Diwas. This was significant in the context of agrarian distress in some

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parts of the country which has manifested itself through farm suicides and exclusion of women agricultural labourers from the narrative of agricultural reforms in India.

Agricultural extension services in India fall short of resources and thus fail to reach marginalized sections of the rural community, especially landless women labourers. There is a demonstrable requirement in India for adoption of new approaches to knowledge for farmers and other sections of the vulnerable population.

Lifelong learning for farmers is a community based intervention which focuses on participatory development. The role of Non-governmental organization is that of a facilitator to inculcate contemporary approach for self-sustaining programs in rural areas. Such a perspective identifies participation of various government and civil society stakeholders to work in collaboration for upliftment of people in rural areas.

### **Lifelong Learning Intervention for Rural Community**

The Lifelong learning intervention for rural community is based on the following premises:

1. Extension: It is a facilitation process through which rural community is empowered to run agricultural knowledge systems. Social Capital is an important aspect of lifelong learning which is defined as “specific benefits that flow from the trust, reciprocity, information, and cooperation associated with social networks”(Baird, 2009).

Extension takes place in an already established social capital such as cooperatives and self-help groups. The rural community is not a mere consumer of information but partner in information management. In lifelong learning, an extension agency transforms social capital into social learning capital and converts generic information into locale specific knowledge. Facilitating self directing learning is an important dimension of lifelong learning.

Social capital offers scope for scale advantage in transactions between primary and secondary stakeholders. The requirement for a social capital, especially a cognitive social capital is a basic premise of lifelong learning. An NGO is identified as a facilitator for lifelong learning for farmers, which focuses on building women’s groups with a strong sense of identity. Members of the group are motivated to meet regularly and define interventions for women’s empowerment in rural community. Such a mobilization helps in creating informal network for tacit knowledge. The representatives of organizations and other stakeholders such as banks are organized into a Project Management Group (PMG) which monitors the progress of the group. PMG codifies knowledge emerging from research institutions and from communities. Group meetings and community lunches are often conducted to strengthen social capital. Social capital is measured with indicators like social network, solidarity, collective action,

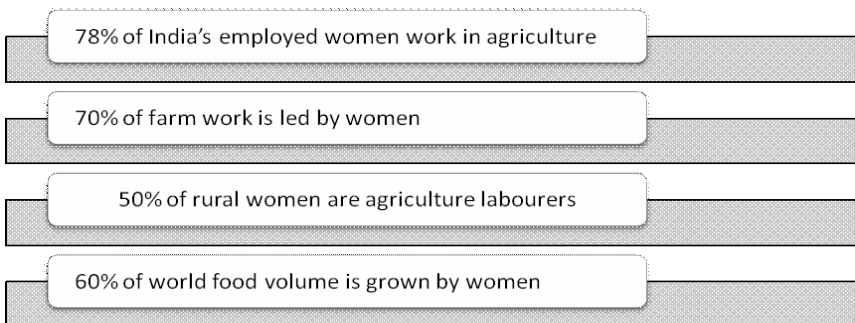
trust, and cooperation. The ability of the group members to come together and work on issues is a significant indicator of a strong social capital (Bruegel, 2005).

It should be pointed that traditional networks like kinship, ethnicity, and caste contribute to social capital. The social network indicates leadership and membership in social, religious, political, and development institutions (Anderson, et. al. 2008). The perception and practices of learning are influenced by social capital. Lastly, an effective functioning of women's self-help groups is an important aspect for the success of lifelong learning programs to strengthen rural communities.

2. Empowerment: A report by Organization for Economic Co-operation and Development in 2007 argued that feminisation of poverty has become an important issue as women get poorer than men due to short-term consequences of social, economic, and political transformation. Women's socio-economic status is related to lack of economic opportunities and right to self-determination, no access to resources which includes land ownership, credit and inheritance, not included in decision making process, social discrimination, and unsafe environment. In agriculture where women predominate, credit has historically been directed to male members of the household which has led to the detriment of women's status in society and of agriculture sector (OECD, 2009).

As per Food and Agriculture Organization (FAO) of World Health Organization (WHO) and International Assessment of Agriculture Knowledge, Science and Technology for Development (IAASTD) 2017 statistic:

Role of Indian women in agriculture is as follows:



It reveals that farming in India cannot have its productive output without women's participation and thus NGOs focus is on women led Self-Help Groups.

### **Role of NGOs in Self-Help Groups (SHGs) of Women**

Lifelong learning for farmers is to strengthen and empower rural communities through information and knowledge with an aim to facilitate their development. Women

in many parts of rural India are still confined to the four walls of their household and are forced to carry out domestic work which is neither recognized nor statistically accounted for. Due to prevalence of norms obtaining in a typical patriarchal society, women are subjected to violence and their exposure to the outer world is limited. NGOs advocating women's empowerment strongly emphasized that economic independence of women is required to address these concerns. Assisting women with an alternative income generation source and not being clutched in the hands of money lenders, NGO's vision focuses on empowering women through micro-finance by forming self help groups (Haring and Muenchhausen, 2012).

It is important that agriculture extension services reach out the most vulnerable population in rural areas especially women labourers. There is an urgent and imperative need to execute intervention which assists farmers in building knowledge for their development.

In a Self Help Group (SHG) there are a minimum of 10 and a maximum of 15 to 20 members. The members of the SHG elect a President and a Vice President. The President and Vice President are responsible to conduct and facilitate all the activities of their SHG.

Self-Help Groups that are associated with NGOs have monthly meetings wherein they discuss their financial and other issues concerning village people, and plan its intervention as a group. Women of SHGs are encouraged to maintain a bank account in which they deposit a monthly sum of Rs.1000/- @Rs.100 collected from each member of the SHG. The President and the Vice President deposit the amount in the bank and if due to any circumstances they are unable to go and deposit the sum, other members of the group contribute and deposit the required amount in the bank. This is possible only because of capacity building of the members by NGOs.

SHG's women are introduced to the concept of saving, credit, and micro-finance. By giving loan SHG members are motivated to initiate alternative income generation avenues such as animal husbandry and veterinary, tailoring, setting-up a grocery shop, making and selling bangles, utensils or any other entrepreneurial activity which helps to uplift their and family's economic status. Other purposes for which loan is provided are for educating children or for irrigating the farm land such as digging a borwell (Kapur, 2019).

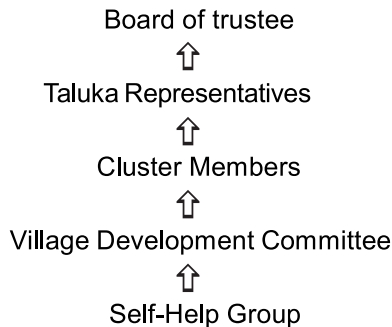
Women in Hingoli district of Maharashtra had to approach money lenders or banks for economic requirement. But after connecting with UGAM Gramin Vikas Sanstha (an NGO), SHG women could obtain loan at a concessional rate of interest. Before UGAM, the process of repaying the loan was difficult due to usurious rates of interest charged by the money lenders. But UGAM through financial agencies like Anik and NABARD provides loan at a lower interest rate.

Role of Finance Agency in Hingoli district of Maharashtra-

### **ANIK FINANCIAL SERVICES PVT LIMITED**

Anik is a non-banking finance company which is supported by Reserve Bank of India. It acts as an intermediary between RBI and the SHG. Previously the SHG had to depend on banks or trusts in order to apply for loans which were limited to Rs. 40,000. Due to existence of Anik, the SHGs can now receive loan amount even up to Rs. 1,50,000 at a nominal rate of interest i.e. 1PC. For understanding the credibility of a loan requirement posed by an SHG, Anik depends on the assessment of the entire federal structure formed by the SHGs ((Haring and Muenchhausen, 2012).

#### **Anik Federal structure of Self Help Group**



- A SHG is the basic unit of Anik federal structure.
- Village Development Committee (VDC) consists of Presidents and Vice Presidents of all SHGs in a village.
- Two cluster members are chosen by VDC and they represent the entire village.
- Amongst the cluster members two are further chosen and they represent their cluster at Taluka level.
- One member from each Taluka is selected and they form the Board of Trustees.

### **NABARD**

National Bank for Agriculture and Rural Development is a financial institution that deals with providing economic support for agriculture and other activities in rural areas. It provided loans at a nominal rate of interest i.e. 2PC. Anik acts as a surety and a loan-sanctioner when NABARD has to provide loan to the SHGs. The money

provided by NABARD is directly credited to the accounts of the SHG members and the interest is paid by the cluster members of SHG.

Thus, NGOs along with financial agencies play a pivotal role in capacity building of women led SHGs which not only empower them but assist in development of the rural community.

## **Village Development Committee**

Village Development Committee (VDC) is an integration of Presidents and Vice Presidents of all SHGs run by UGAM in Hingoli district of Maharashtra. VDC has six committees that looks into timely repayment of the loan received by the SHGs, and also focuses on how members appropriately use the given loan to earn their livelihood (OECD, 2009).

Following are six committees under VDC:

### **1. Samajik Jan Jagruti Samiti**

The committee was formed in order to focus on social aspects apart from economic upliftment. The Committee brings together women of the entire village during festivities and other cultural activities. It tries to develop awareness amongst the villagers regarding social issues surrounding their lives. It thus enhances social learning capital among women in villages. This committee follows the objective of 'Dhan vyavahar, Mann vyavahar', which implies that members get an opportunity to share their day to day challenges. It helps members build rapport with each other and also work together on improving their socio-economic status.

### **2. Saha Niyantran Samiti**

The committee was formed in order to give an overall understanding of book keeping practices of SHGs within a village. It focuses on details related to book keeping which includes entry of savings and interests being paid by members, details of the last meeting, and regularity of entries in the book.

### **3. Shifaris Samiti**

This committee is the first level which is approached by SHGs when they are in need of loans. The committee decides whether an SHG is eligible for a loan by looking at the records maintained by them. The record will contain details about loans acquired and repaid by the SHG. Based upon regularity of repayment the committee takes a decision about any fresh application from them and if the criteria are met, the application is passed on to district level.

### **4. Upajeevika Samiti**

There was a need to fill the gap between obtaining a loan and repaying it, which is the livelihood that the members undertake in order to increase their income and



repay the loans. This committee focuses on the capacity building of its members by providing need-based skill training that assists in their livelihood.

### **5. Pathpurava Samiti**

The committee assesses whether the loan amount sanctioned and received by the members is being utilized in sustaining a decent livelihood. Also, the committee sees whether capacity building training provided by Upajeevika Samiti is helping SGH members to enhance their skills, and accordingly recommends any changes in training module, if required.

### **6. Paratfed Samiti**

Every SHG has a specific date in a month on which they are expected to repay their interest amount. In case an SHG fails to do so, the committee enquires into the reason behind the same.

If the reason is found valid, it allows the SHG to repay double the interest in the next month.

Successful case studies of women led SHGs help us understand that an empowered woman not only empowers herself and her family but also the community at large. NGOs facilitation along with other stakeholders have over a period of time helped Indian rural communities to uplift their socio-economic status with women SHGs being the focal point.

## **Recommendations**

1. A gender analysis is critical for development programs directed at agriculture and rural development. An urgent requirement for 'inclusive transformative agricultural policy' with gender-specific intervention is needed.
2. Government in collaboration with NGOs should ensure access to secure land and property rights to rural women by using SHGs as a medium. A formal access to land for rural women will help increase productivity and ensure household food security and nutrition.
3. Project Management Group (PMG) should be empowered to help sustain lifelong learning initiatives for farmers. Provision of credit without collateral under the micro-finance initiative of Anik Financial Services Pvt. Limited and NABARD should be encouraged
4. A focus on enhancing Social Capital that can assist in training rural women to adopt modern agricultural techniques in accordance with local conditions which utilizes natural resources in a sustainable manner. Krishi Vigyan Kendras along NGOs in every district can educate and train women farmers about innovative technology along with extension services.
5. Women should be made aware of the manner in which they should bargain and secure equal wages for equal work. Women organizations can play a

significant role in availing their rights. International Labour Organisation (ILO) has developed a program called Training for Rural Economic Empowerment (TREE) with the objective of increasing empowerment of rural women in Tamil Nadu and Madhya Pradesh. It is important to have overall women's empowerment through education, awareness and challenging gender biases. Such measures in collaboration with various stakeholders can have an impact on development of agriculture in rural India.

## Conclusion

With women predominant at all levels of the agricultural value chain from production to pre and post-harvest processing, packaging and marketing; it becomes imperative to adopt gender specific interventions to increase productivity in agriculture in rural India. Lifelong learning programmes for farmers 'should aim at gender equity to raise productivity of small farm holdings and integrate women as active agents in rural transformation.

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# The State and Rural Development in Independent India: The Issue of Poverty Alleviation and Literacy

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## Abstract

In this paper we have analysed the programmes general or specific (targeted or target oriented) adopted since Independence for the purpose of alleviating poverty in rural India and its effects. The questions that were raised and answered were; do the set of policies that was pursued and is being pursued had made and still make serious dent in the condition of the rural poor? In this paper we have also addressed the question of literacy along with adult education and have looked briefly at how these issues are also crucial to the question of rural development along with the issue of poverty alleviation. We have arrived at the conclusion that the experience with rural development through poverty alleviation measures and through the spread of literacy, adult education etc. had been sluggish in this country because of the marginal importance that has been given importance by successive governments since independence. The concern of the Indian state in recent years more particularly since 1991 had mainly been economic growth and this central concern will not be able to take the country to the development of the rural areas particularly by reducing poverty and illiteracy in any significant way and also to the attainment of the objective of sustainable development which is one of the objectives of the United Nations Development Programme (UNDP).

**Keywords:** Poverty Alleviation, Reforms, Rural Development, Anti-Poverty

Since 1990 the United Nations Development Programme (UNDP) has used Human Development Index (HDI) as a tool to measure the level of development of a country. It is a statistical tool used to measure a country's overall achievement in its social and economic dimensions. The social and economic dimensions of a country are based on the health of people, their level of educational attainment and their standard of living. Calculation of the index combines four major indicators: life expectancy for health, expected years of schooling, mean years of schooling for education and Gross National Income per capita for standard of living. Keeping this in mind in this paper we address the question of standard of living of the people in the rural areas of the country particularly rural poverty and also the question of literacy since both have a direct and necessary bearing on the livelihood of the rural people and rural

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development in the country. The question of standard of living directly drags us to the question of rural poverty. We focus on the question of poverty and standard of living because of the magnitude of the problem in the rural as well as in the urban areas. It is difficult to believe that there are so many people in the country who suffer from the problem of chronic poverty even though we have achieved considerable success with democracy at the political level and as Prof. Amartya Sen had said that democracy in this country has prevented famines from occurring. Hunger, however, has remained as an endemic feature. We focus on rural areas and rural development because despite the fact that India is fast urbanising and the number of towns and urban areas has increased but the vast majority still lives in the countryside. As per Census of India 2011, the population of India is 1210.50 million, of which 377.10 million (31.2%) is urban and 833.40 million (68.8%) is rural (Government of India, Ministry of Housing and Urban Affairs, Annual Report 2017-18, p.1). As per the 2011 census the urban population in the country is 377 Million i.e. only 31.2 percent of the total population in the country. It has been projected that at 'current rate of growth, urban population in India will reach a staggering total of 575 million by 2030 A.D'. It has also been projected that more than 50 percent of the population would be urban by the year 2050 (Government of India, Ministry of Housing and Urban Affairs, Annual Report 2016-17, p.1). This would mean that at present slightly less than 70 percent of the total population in the country is rural.

Poverty as such and more particularly rural poverty in India has remained an endemic feature. Poverty figures in the rural areas had always remained very high when compared to the figures of the urban areas. In 1970-71 the proportion of people living below the poverty line in the rural areas was 58.75 percent whereas in urban areas it was 46.17 percent (Dandekar, 1992, p.41 citing from Minhas, Jain and Tendulkar, 1991). Even after forty years of independence in 1987-88 rural poverty was estimated (as per the head count ratio) at 44.9 percent which was much higher than 36.5 percent prevalent in the urban areas (Dreze & Sen, 1998, p.47). We discuss the point further in this paper slightly later. Development necessarily entails the development of the people, securing them from want and hunger and providing economic particularly livelihood security to them. Hence any attempt towards rural development in India must necessarily take into account the problem relating to poverty prevalent among the masses in the rural areas and its eradication since the problem is significant.

In this paper we first analyse the programmes general or specific (targeted or target oriented) that had been adopted since Independence and after 1991 when the New Economic Policy was adopted for the purpose of alleviating poverty in rural India and its effects. As stated earlier the issue of rural poverty and its alleviation is very crucial for the question of rural development in the country. We seek to answer questions like, do the set of policies that was pursued and is being pursued had made and still make a serious dent in the condition of the rural poor? We note that structural or institutional changes like land reforms, which were considered so crucial in the early decades after independence for solving the problem of poverty are no

longer considered as crucial for solving the problem and this has become so particularly after the Indian State started adopting business friendly policies since 1991. Since 1991 what we note is that there are broadly two categories of policies, first of economic growth and second some 'targeted' anti-poverty programmes (including the MGNREGA) that had been in operation for improving the condition of the poor (though not exclusively for the poor) in rural India. Economic growth is considered as crucial for improving the conditions of the poor in economic theory that believes in the trickle-down effect. But it seldom works or it has not worked under the Indian condition. Targeted anti-poverty programmes that have been adopted since the 1980s, therefore, are the backbone of the poverty alleviation measures. After having done that in this paper we will address the question of literacy along with adult education and look briefly at how these issues are also crucial to the question of rural development along with the alleviation of poverty.

### **I. The Story of Poverty Alleviation in Rural India till 1991**

Now let me begin by narrating the very familiar story of poverty alleviation in the country till the 1980s or till the adoption of the New Economic Policy in 1991 with a focus on rural poverty alleviation, and then in the second part we move on to the period after the New Economic Policy was adopted and the targeted anti-poverty programmes on India's rural poor.

'Poverty Alleviation' remained a recurring objective of the Indian State after independence. The State however, did very little to eradicate poverty till the early 1980s. This is so even though the Constitution of India in its Directive Principles states that "The State shall strive to promote...a social order in which justice, social, economic, and political, shall inform all the institutions of the national life' and, in particular, shall secure 'that the citizens, men and women equally, have the right to an adequate means of livelihood' and 'that the operation of the economic system does not result in the concentration of wealth and means of introduction to the common detriments'. The neglect can be made out from the fact that in the first three decades after independence the State never realised the importance of targeted anti-poverty programmes to uplift the poor. In all likelihood the planners assumed that economic growth in general would suffice. Hence the first three plans from 1951 to 1965 assumed that growth alone would lead to income poverty reduction (Patnaik & Patnaik, 2001). The fourth plan 1970-75 also did not explicitly contain any poverty reduction programme as such. The fifth plan also did not contain much. It was only from the sixth plan onwards (1980 and beyond) the issue was directly addressed. Thereafter targeted anti-poverty programmes were given importance for the purpose of eradicating poverty.

### **Land Reforms, Agrarian Growth, Targeted Poverty Alleviation Programmes and the Rural Poor**

By all accounts Poverty particularly rural poverty in the 1950s was a serious problem. It was serious considering the number of people who lived below the poverty

line, both in urban as well as in rural areas. The NSS data of the 1950s and the 1960s, though not considered to be very reliable, provide adequate information about the magnitude of the problem. Montek Singh Ahluwalia on the basis of NSS estimates computed that rural poverty before 1958 was higher than 50 percent. In 1956-57 the percentage of rural poor living below the poverty line was 54.1 percent. In 1957-58, 50.2 percent of the rural population lived below the poverty line (Kohli, 1987, p.83 citing from Ahluwalia, 1978). To Kohli the data provided by Ahluwalia are reliable but considering that compilation of statistical data in the country at that stage was only in its infancy hence it is possible that the magnitude of poverty in the 1950s and 1960s was much higher than what has been computed. Considering the magnitude of the problem, the Indian State decided to confront the problem of poverty with land reforms in the 1950s (and also later but with much less vigour) and an agrarian strategy in the 1960s (also later) that would enhance agrarian productivity.

In the 1950s concentration of land in the countryside was considered as the most crucial reason for the prevalence of rural poverty. The State, therefore, adopted Land reforms as a broad strategy for ameliorating the condition of the rural poor. The Land reform measures that sought to bring about institutional changes in the countryside were passed throughout the country in different States of the Indian Union (since agriculture was a State subject) in the 1950s, 1960s and even in the 1970s. By the end of the first five year plan (1951-56) all the States had passed land reforms measures such as abolition of intermediaries and feudal land tenure systems. From 1955-1971 (often termed as the second phase of land reforms measures) measures concerning imposition of ceiling on agricultural landholdings were passed. Land reforms measures in the initial stages had twin objectives, first were the abolition of intermediaries and second the imposition of ceilings on the ownership of land holdings. It was felt that land acquired by the State in the form of excess land after imposing ceilings would be distributed among the rural poor. What were the effects of these measures? There are a number of studies on the effect of these measures. So far as the success of these measures is concerned, it is well known that the system of intermediaries were abolished but so far as imposition of ceiling was concerned it could not be implemented properly, it contained several flaws hence as a result it was only partially successful. Land could not be procured except in some cases hence, distribution of the land to the poor was not appreciable. Studies have also found that even if land was procured, it could not be distributed among the poor since a large portion was not siphoned off by the rich in the countryside and the bureaucracy. So far as the success of the second phase of land reforms measures are concerned one writer has noted:

Until December 1970, the ceiling laws had resulted in vesting of only 1 million hectares of agricultural land of which 50 percent was distributed to the rural poor, but not necessarily to the landless as no clear eligibility criteria had been prescribed in the law (Das, 2000, p.34).

It is at this point of time in the second half of the 1950s that the Indian State realised that for better implementation of the policies and programmes including poverty alleviation measures Panchayats in rural India would be effective. It was felt that the existing machinery was not sufficient. Hence, the government appointed the Balwantrai Mehta Study team in 1957 to review the working of the Community Development Programme (CDP) which, has been introduced earlier and suggest measures to improve functioning or to make it more effective. The recommendations of the team are well known. Following these recommendations Panchayati Raj Institutions (PRIs) came into existence in many of the States. It has been estimated that around 90 percent of the rural population was covered by the Panchayat's within a decade. Rural decentralisation thus was one of the means that was adopted though half-heartedly for the purpose of rural development.

We would, however, argue here that the coming up of these rural local bodies, did not usher in any real decentralisation. The euphoria was short-lived, the institutions suffered due to lack of resources, political and bureaucratic resistance and soon therefore, the institutions remained in disuse, they did not die altogether. In many of the State's regular elections were not held as a result the bodies were not constituted at periodic intervals. There was no perceptible grassroots demand for these institutions as well. In states where these institutions functioned, it was the rural rich, the elite that dominated and siphoned off a large part of the development funds that were available. Very little was in fact done to rejuvenate the Panchayats in the 1970s and in the 1980s. Hence the local level institutions which were supposed to contribute to rural development did not succeed to any significant extent.

Thus the aim of the Indian State to ameliorate the condition of the rural poor through land reforms in the countryside met with only partial success or limited success since not much could be done in this front. The sixth five year plan document in 1981 admitted:

The progress of taking over and distribution of ceiling surplus land has been tardy. Out of about 15.74 lakh hectares declared surplus in different States, as in March 1980, only about 9.56 lakh hectares have been taken possession of by the States and 6.79 lakhs hectares distributed (GOI, 1981: 114-15 quoted in Shah, 2000, p. 159)

Even though land reforms continued but by the middle of the 1960s it became clear that mere institutional changes cannot improve agricultural productivity and it also cannot solve the problem of poverty in the countryside. Due to a number of reasons, food grains crisis being the most pertinent among them it was felt that technological changes in the agrarian sector were necessary in order to improve productivity. Hence the 'New Agrarian Strategy' with its emphasis on High Yielding Variety of seeds, the use of modern machinery and fertilisers, were adopted for improving the food situation. There was a growth in public investment in agriculture as a result the gross irrigated area in agriculture increased significantly. Behind the

adoption of the strategy there was an implicit understanding and it was that growth in the agrarian sector could alleviate poverty since the benefits of this growth will trickle down to the rural poor. But what was the actual effect?

The effect was it fostered agricultural growth more spectacularly in the 1970s than in the 1960s which has been well documented in academic and official studies. For example Ramesh Chand & Shinoj Parappurathu in 2012 noted that the 'The green revolution, owing to the adoption of superior technology and institutional reforms, began showing an effect on growth from 1969-70 onwards. The subsequent period witnessed a turnaround in growth with growth in the range of 2% to 3% for a sustained period of nearly three decades, though with occasional slumps' (p.56). But what is also important is nothing like trickle down took place and even if it occurred it was only to a limited extent. Studies show that it was the rural rich that mainly benefited from the strategy as a result the gulf between the rich and the poor in the countryside widened. Pranab Bardhan shows that from 1960 to 1968 there was a steady increase in the percentage of the rural population living below the poverty line. Kohli confirms this by saying that 'The time series data for these years only reconfirm this finding' (Kohli, 1987, p.242). Thus the problem of poverty and inequality in the rural sector persisted.

The failure of the strategy in the 1950s and 1960s to make a sizeable dent in the condition of the rural poor<sup>1</sup> and also because of other reasons the Indian State took recourse to targeted anti-poverty programmes from the 1980s with the adoption of the sixth five year plan starting from 1980. Shah (2000) estimated that the government had formulated almost 50 programs targeting the poor, though the name of some have changed over the years and some others have merged with each other.

### **Did all these contribute to Poverty Alleviation and Rural Development?**

Did the policies pursued by the State in India in the first three decades helped in reducing the level of poverty in rural India and thus contribute to rural development? Even, if it did, to what extent? These are questions to, which we shall now turn to. Studies show that poverty declined but at a very slow pace in the three decades immediately after independence. Studies official as well as independent academic one's had shown that Land reforms did not bring in the desired result particularly the objective of land ceilings and distribution of surplus land to the landless in the 1950s and the early 1960s and also later.<sup>2</sup> It had also been found that improvement in agrarian productivity (Green Revolution) through technological changes also failed to trickle down to the rural poor. It had also been established that the state government and local level institutions even failed to implement the formulated policies because the institutions in course of time came to be dominated by the rural rich and because of other kind of problems which we have already discussed earlier. What was the magnitude of rural poverty at that point of time? Minhas, Tendulkar and Jain calculated that over a period of seventeen years, from 1970-71 to 1987-88 there was a clear drop in rural poverty. In the rural areas the drop was from 58.75 per cent in 1970-71 to



48.69 per cent in 1987-88. Overall, that is, if urban and rural poverty is taken together the proportion dropped from 56.25 percent to 45.85 percent in the above period. From the figures it appears that it was a very insignificant drop. If the number of people living below the poverty line is taken into account, the number of rural poor increased from 257.940 million in 1970-71 to 283.664 million in 1987-88, the growth of population in the stated period accounted for that (see, Dandekar, 1991, p.41). The proportion of people who were regarded mainly as untouchables or former untouchables in the country was the worst in terms of poverty. In 1977-1978 about 70 percent of the untouchable population was rated poor, relative to some 56 percent of the overall population (Mendelsohn & Viciziany, 1998, p.1998, p.29). Though in recent years, the number of former untouchables living below the poverty line has declined along with that of the general population. Though the decline of overall poverty during 1983-1984 to 1993-1994 was much higher but among the SCs the poverty ratio was 48.37 percent and among the STs, it was 51.40 percent. Among the general population it was 35.97 percent in 1993-1994 (Nanchariah, June 2001 quoting from Ninth Five year Plan document, p.361). There was only a marginal decline. It is difficult to say what in fact contributed to this marginal decline in the proportion of people living below the poverty line (whether it was general economic growth, which was slow by all accounts or because of targeted anti-poverty programmes). All the measures except land reforms (which were not carried on sincerely after the 1950s) must have contributed to this decline in rural poverty in the years prior to 1991.

What can be decisively said is that there is not much evidence to argue that the programs pursued by the State were very effective in tackling the problem of hunger in the countryside. Thus it was established that agricultural growth does not necessarily trickle down to the rural poor and, even if it does, poverty alleviation tends to be slow (Gaiha, Kaushik & Kulkarni, 2000). It has also been found and established that the targeted programs which the Indian State adopted from the early 1980's were not as successful as they were expected to be.

Atul Kohli puts the effect of the development planning efforts of the three decades since independence in the following manner:

The resulting pattern of development has generated moderate economic growth, with very little distribution of this growth. Profits have accrued to a small minority in the industrial and agricultural sectors, upper-middle classes and professionals have benefited from association with an expanding State, and labor absorption in the economy has not been very significant. These conditions, combined with population growth, have led to an undramatic conclusion: the poverty problem has continued unabated (Kohli, 1987, pp.8-9).

## **II. New Economic Policy, Poverty Alleviation and Rural Development since 1991**

The New Economic Policy was officially adopted on 24.07.91 . This is often

regarded as a watershed in the economic history of India. Prior to 1991 some liberalisation was carried out in the second term of Indira Gandhi's regime and more particularly in Rajiv Gandhi's era but the economy in India has been basically a stringent and regulatory one. The reforms that were launched in 1991 were in some sense, continuity with the reforms of the 1980s but there was a marked acceleration. The turn was from the State to the market and the Indian State from then onwards accepted the integration of the Indian economy with the world capitalist economy. The reforms covered both the internal and external dimensions. It has been pointed out that the reforms were triggered off due to a foreign exchange crisis. Stabilisation measures (short term measures) like reduction of fiscal deficit, devaluation of rupee, abolition of export subsidies etc. What is, however, more important is that the government initiated a number of other measures which are structural in nature in the period 1991-1993 in quick succession that in fact reduced the control of the State over the economy. Thus what one notes is that broadly under the New Economic Policy two kinds of measures were taken; (i) economic stabilisation and (ii) economic restructuring. The first one was a short term measure and was not new, the government had resorted to it in 1966-67 and 1981 to face similar challenges but the second one was a measure that had far reaching effects on the economy.

In another front the adoption of the New Economic Policy triggered off a debate among the academia regarding the effects of the reforms on India's poor. To some for example, Bhagwati & Srinivasan (1993), Tendulkar (1998) and Joshi & Little (1997) reforms would benefit the poor in the long and medium run though it may affect them adversely in the short run. The pro-reformers contended that the reform process would lead to higher economic growth and would reduce poverty since the fruits of economic growth will percolate down to the poor. Thus all will benefit from the reforms and the resultant economic growth. Some for example, Nayyar (1993), Ghosh (1995) and Bhaduri (1996) citing other reasons argued that the reform process may adversely affect the poor in both short and long run. What is more important is that apprehensions were also raised regarding the ability of the State to pursue policies of welfare for the poor. The most important effect of NEP which, was realised later however, was that it led to a marked decline in the regulatory role of the State in the economy. A scathing attack came later from Jean Dreze. To Dreze since the initiation of the New Economic Reforms in India 'State power under the neo liberal agenda as like many other countries is at the service of the corporate sector' (Dreze, 2005, p.43).

Before we come to the issue of poverty alleviation policies and measures, what about poverty particularly rural poverty after the adoption of the New Economic Policy? Datt estimated that rural poverty declined in the 1980s even though it has not declined in the 1990s as compared to 1990-91 and 1994-95 though urban poverty declined significantly. Gupta also showed that in 1998 rural poverty increased to around 45 percent. Official studies approved by the Planning Commission also showed that the rate of decline of poverty between 1987-1988 and 1993-94 had been much slower as compared to that of the 1980s (Dev, 2000).

It has been found that the proportion of people living below the poverty line declined slightly later. The 50<sup>th</sup> round of National Sample Survey that was carried out in 1993-94 found that poverty rates were slightly lesser than the 43<sup>rd</sup> round that was carried out in 1987-88. The 55<sup>th</sup> round carried out in 1999-2000, however, found that there was a substantial decline in poverty. Rural poverty fell to 27.1 percent whereas in 1993-94 it was 37.3 percent, that is, a drop of around 10 percent. What accounts for this fall? Is it because of faster economic growth in the 1990s (of around 6.1 percent)? It is, however, difficult to say to what extent the fruits of economic growth percolated down to the poor in the rural sector since economic growth in the earlier period even though was only moderate did not affect the poor in the countryside to any significant extent. To us all the measures; land reforms (though not much emphasis was given to it in this period since it does not go with neo-liberal reforms), general economic growth along with agricultural growth and targeted anti-poverty measures in the 1990s and also later (in the first fifteen years of the 21<sup>st</sup> century) must have contributed towards these developments in the rural sector. Let us also see to what extent these measures except land reforms which was not carried out successfully could have brought about a decline in rural poverty.

### **Economic Growth in the 1990s and Beyond**

Even though it is widely believed that economic growth in India picked up from 1991 onwards after the reforms were initiated there are some those who disagree and argue that 'if we consider India since independence, during the second half of the 20th century, the turning point in economic performance, or structural break in economic growth, is 1980-81.' To Nayyar the 'turning point in economic growth is circa 1980, more than a decade before economic liberalisation began in 1991' (Nayyar, 2006, p.1453). To him 'During the period from 1980-81 to 2004-05, growth in GDP was 5.6 per cent per annum while growth in GDP per capita prior to this period was 3.6 percent only.' 'In either case, 1991-92 is not a turning point. Therefore, it is simply not possible to attribute India's growth performance to economic liberalisation even on a post hoc ergo propter hoc basis. It is also clear that the turning point in the early 1950s was much more significant than the structural break during the early 1980s' (Nayyar, 2006, p.1453).

Despite the debate and difference of opinion let us look at what happened to economic growth in the post reform period? Was economic growth achieved more particularly did agricultural growth take place? Official records suggest that since 1993 India achieved faster economic growth including agricultural growth though growth had been the highest in the service sector. The annual growth rates during the first three decades after Independence was 3.5 percent what was called by an Indian economist Raj Krishna as the Hindu rate of growth.<sup>33</sup>

During the sixth and seventh five year plans it was 5.5 percent and 5.8 percent respectively, the plan period coincides with the 1980s. The increase in the GDP was only 5.5 percent per year (which was only marginally higher than the previous years)

in the first period but in the second period of reform GDP growth accelerated to 6.5 percent (Ahluwalia, 2002). What is, therefore, found is that in the 1990s the growth rate averaged around 6.1 percent (Srinivasan, 2002). Atul Kohli also noted that 'For the last quarter of a century India's economy has grown at an average rate of nearly 6 per cent per annum. Considering that India's economy hardly grew in the first half of the 20th century, and then following independence, grew at a sluggish rate of some 3 to 4 per cent per annum, this recent growth acceleration is quite remarkable' (Kohli, 2006, p.1251). He however also noted that 'It is the case that India's recent rapid economic growth has been accompanied by growing inequalities; the share of the poor in this new growth is also being vigorously debated' (ibid). Utsav Kumar and Arvind Subramanian (2012) noted that a growth of income per capita of 6.1 percent per annum during the first decade (2001-2009) [Kumar and Subramanian, 2012, p.48]. They also noted that 'Growth in the main states, except three, increased in 2001-09 compared to 1993-2001' (p.49). Hence what can be stated is that the economy continued to grow almost at this rate till the recent slow down since 2015-2016.

So far as agriculture was concerned it grew only at a rate of 2.8 percent per annum from 1965 to 1980 (Kruegger & Chinoy, 2002). It was said that agriculture in the entire period did not receive due attention. As a result investment in agriculture remained stagnant whether it was public or private. This sector including the allied sector after the reform period had started was growing at a rate of 3 percent (annual) after the initiation of the reforms even with negative growth rates in three of these years. The sector has grown at a slower rate in poorer States like Uttar Pradesh, Madhya Pradesh, Orissa (now Odisha) and Assam (Thamarajakshi, 2003).

The growth in agriculture, therefore, had been at a much slower rate in the post reform period compared to several other sectors of the Indian economy. One observer, however, notes that 'A deceleration of growth came in the latter half of the 1990s, followed by a quick recovery in the middle of the first decade of the 2000. In a nutshell, the growth series clearly establishes a steady increase in the growth rate for three decades after green revolution, followed by a gradual decline after the mid-1990s, which lasted for a decade. This was succeeded by an unambiguous turn-around coinciding with the Eleventh Five-Year Plan (2007-2012)' (Chand & Parappurathu, 2012, p.56). It is due to this slow growth in the sector Balakrishnan expressed concern about agricultural growth in the last chapter of his book that deals with the post- 1991 phase. Somanathan who reviewed the book stated that the author points to two areas that need remedial attention if the average growth rate of aggregate GDP of 8% or so over the last seven years is to be sustained or raised. One is agriculture, and the other is education (Somanathan, 2011).

### **Anti-Poverty Measures in the 1990s**

Contrary to expectations Anti- poverty measures (particularly targeted ones) continued in the period after 1991 except the fact that in the initial years of the pro-reform years there was a decline in outlays as a result of which the schemes suffered.

It was only from 1993-94 and 1994-1995 the allocation for social sector programmes was indeed significantly increased after overall fiscal correction (Stuijvenberg, 1996, p.51). The most important programme that continued was the IRDP which was replaced in 1991. Two most significant programmes that were adopted in 1999 happen to be Jawahar Gram Samridhi Yojana and Swarna Jayanti Gram Swarozgar Yojana. Both were launched on the 1<sup>st</sup> of April 1999. The first one is the restructured, streamlined and comprehensive version of the Jawahar Rojgar Yojana (JRY). It was launched to improve the quality of life of the rural poor by providing them additional gainful employment. It is the village panchayats that is the sole authority for preparation of Annual Action Plan and its implementation with the approval of the Gram Sabha. So far as the Swarnjayanti Gram Swarozgar Yojana is concerned it was the single self-employment programme for the rural poor. This programme replaces the earlier self-employment and allied programmes- IRDP, TRYSEM, DWCRA, SITRA, GKY. This programme was being implemented by the rural panchayats with the approval of the Gram Sabha. It aims at establishing a large number of micro-enterprises in the rural areas, building upon the potentiality of the rural poor. In course of time some of the programmes were merged or replaced.

Hence what is noted is that even though apprehensions were raised by those who were against liberalisation but the Indian State continued with its social welfare and economic security programs including programmes or schemes aimed at providing economic and livelihood security (a basic component of human security) to the rural poor. Almost one and half decades after the economic reforms were initiated the Ministry of Rural Development of the Government of India (GOI) claimed:

‘The Ministry of Rural Development co-ordinates, implements and funds schemes which aim at ensuring that the fruits of economic development reach the villages, and the common man (Government of India, Ministry of Rural Development, Annual Report 2007-2008, pp.v-vi).’

What is noted is that one year after the UPA government led by the Congress was voted to power, in 2005, the National Rural Employment Guarantee Act (NREGA) was passed by the Parliament and this led to the rolling of the Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS) in 2006. The Act was notified on 7<sup>th</sup> September 2005 and came into operation from the 2<sup>nd</sup> of February, 2006 in 200 selected districts of the country, and was extended to 130 more districts of the country in 2007-2008. The whole country was brought under the ambit of NREGA from 1<sup>st</sup> of April, 2008 (Government of India, Ministry of Rural Development, Annual Report 2007-2008, 2008, p.vii).<sup>4</sup> Not only the operation of this Act was considered by the then government as ‘perhaps the largest and most ambitious social security and public works programme in the world’ it was felt by the Minister of Rural Development that ‘While market-oriented reforms are necessary to generate faster growth and larger public resources, they do not, guarantee participatory and equitable growth. Active social policies (such as the MGNREGA), far from detracting from economic reforms, complement them in an essential way.’<sup>5</sup> Thus the NREGA

was considered by the government as something that goes well or compatible with economic reforms.

The objective of the Programme as stated by the Government was: a. Ensuring social protection for the most vulnerable people living in rural India through providing employment opportunities, b. Ensuring livelihood security for the poor through creation of durable assets, improved water security, soil conservation and higher land productivity, c. Strengthening drought-proofing and flood management in rural India, d. Aiding in the empowerment of the marginalised communities, especially women, Scheduled Castes (SCs), and Scheduled Tribes (STs), through the processes of a rights-based legislation, e. Strengthened decentralised, participatory planning through convergence of various antipoverty and livelihoods initiatives, f. Deepening democracy at the grass-roots by strengthening the Panchayati Raj Institutions (PRIs), g. Effecting greater transparency and accountability in governance.

Thus the Act provides for 100 days guaranteed wage employment per year to every rural household in the country. It also aims to create durable assets to augment land and water resources, improve rural connectivity and strengthen the livelihood resource base of the rural poor. As stated earlier the MGNREGA covers the poor as well as the non-poor in the countryside. But it is the poor who are targeted and likely to seek for the job's and get most of the benefit. More than a decade had elapsed since the scheme came into operation we can look at how this scheme (though is not exclusively meant for the rural poor) and aimed at providing employment or livelihood security had affected the rural poor and had been able to protect them from the face of hunger and how far it has contributed to rural development since providing economic security to the rural dwellers is an integral part of rural development?

If one surveys the Annual reports of the Ministry of Rural Development (MORD) it has painted a rosy picture of the scheme that has been implemented in all the districts of the country since 2008. For example, the Annual Report pertaining to the financial year 2017-2018 stated that 4.63 crore households were provided employment in 163 Lakh works and in the process 182 crore person-days of employment were generated. The Annual report for the year 2017-2018 stated that: There was very high participation from marginalized groups like SC/ST (39%) & women (54%), 97% of wages of MGREGS workers have been disbursed directly using e-payment systems into Bank and Post Office Accounts of MGNREA workers (Government of India, Ministry of Rural Development, Annual Report 2017-18 p. i). Apart from the NREGS there are several other schemes that are being implemented for poverty alleviation and for rural development by the government. Hence though the priority of the government has changed after 1991 but due to democratic compulsions and pressures from the socially excluded and others the government has pursued policies for poverty alleviation which has a direct bearing on rural development. Similarly the report for the financial year 2018-2019 stated that 'In 2018-2019, 5.27 Crore households were provided employment and 267.91 crore person days of employment has been generated...The programme had high work participation from the marginalized groups,

such as SC/ST (38) and women (55) percent.' (GOI, MORD, Annual Report 2018-2019, p. i). Scholarly assessments on the effects of the scheme however had varied. Needless to argue that these assessments even though had faith in the potentiality of the Act but had been critical in the way it was being implemented. Let us not go into the debate in this paper but the scheme must have contributed to the reduction in the number of poor in the countryside.

Let us have a look at some official data on the condition of poverty in the country. As per official data, the report on 'Human Development in India: Challenges for a Society in Transition' published in 2010:

*The national estimate based on the IHDS, 25.7 per cent, is quite close to the estimates available from the NSS sources for the reference years 2004-5. Depending on the data collection method used, the NSS estimates range from 28.3 percent to 21.8 percent for rural India and 25.7 per cent 21.7 percent for Urban India. The IHDS estimates fall in between, with rural poverty at 26.5 percent and urban poverty at 23.7 percent (Sonalde B. Desai, Amaresth Dubey, BrijLal Joshi, Mitali Sen, Abusaleh Shariff, and Reeve Vanneman, Human Development in India: Challenges for a Society in Transition, Oxford, New Delhi, 2010) .*

The 'India Human Development Report 2011: Towards Social Inclusion' prepared by the Planning Commission states 'In fact, the proportion of people below the poverty line in 2004-5 was roughly half of that in 1983. This implies that the country is well on its way to achieving the Millennium Development Goal (MDG) target related to poverty reduction. It states further: '...there has been a very sharp reduction in poverty, between 2004-5 and 2007-8 (using the mixed recall period method). In 2004-5 overall poverty had stood at 21.8 per cent, but by 2007-8 it had declined sharply to 14.9 percent in rural and 14.5 percent in urban areas (Planning Commission, India Human Development Report 2011: Towards Social Inclusion', Oxford, 2011, p.4). As per this estimate when measured in terms of the total number of persons who are poor, the total number of persons below the poverty line in 2004-5 was 320 million.

As per a different estimate based on a slightly different methodology the incidence of poverty in India overall (urban as well as rural) for the year 2004-5 was estimated to be 37.2 per cent (Tendulkar Committee). Based on the Tendulkar Committee methodology after adjusting for inflation, the incidence of poverty for the year 2009-10 was estimated to be 32 per cent<sup>6</sup> (ibid. p.5).

Whichever report one relies on what can be inferred from the reports is that there has been or was a decline in the proportion of poor after liberalisation even though the number of persons living below the poverty line is quite high. What accounts for this fall or decline? As believed by the proponents of liberalisation, is it because the economy achieved a faster economic growth (EG) in the 1990s (of around 6.1 percent per annum)? It is believed that since the adoption of economic liberalization in early

nineties, EG in India has increased significantly. The average annual GDP growth rate increased from 5.57 percent during 1991- 2000 to 7.59 percent during 2001-10 (calculations based on World Development Indicator database).<sup>7</sup>

This EG is widely held as the most important factor that had led to the reduction of poverty in the country. For example Jagdish Bhagwati and Arvind Panagariya in their book 'Why Growth Matters: How Economic Growth in India Reduced Poverty Lessons for Other Developing Countries' argue that poverty reduction has taken place due to growth in the economy. They are so enthusiastic about the possibility of poverty reduction due to growth that they favour further market-liberalizing reforms to lift India's remaining poor.' They further argue that India, with its combination of democracy growth, serves as a model for other developing countries (John T. Dalton, July 2014). To what extent economic growth percolated down to the poor off in the rural sector, it is still difficult to say. The myth that economic growth will have a trickle-down effect has been shattered. It is believed and experience shows that Economic growth doesn't always trickle down. Apart from this there are a good number of economists those who have pointed out that in the post reform period income inequality has increased.<sup>8</sup>

Thamarajakshi (2003) argued that poverty reduction in the 1990s could have taken place due to resources expended on rural development and direct poverty alleviation measures since the allocation of funds for this purpose had been increasing over the years. The total expenditure for rural development at current prices during 1980-2000 was Rs 103,255 crores compared to Rs. 72,553 Crore on agriculture, accounting respectively for 7.5 percent and 5.2 percent of total plan expenditure; plan expenditure on rural development during 1993-2000 was Rs 67,629 Crore compared to Rs 41,686 crores on agriculture accounting respectively for 7.9 percent and 4.8 percent of the total plan expenditure (Thamarajakshi, 2003). This massive flow of funds for rural development programmes after the reforms were launched lends credence to the fact that this could also have contributed to the reduction of poverty as reflected in the quinquennial survey that was conducted by the NSS in 1999-2000 and also later. The proportion of people living below the poverty line must have fallen but the number is still large whichever methodology is used for determination.

### **The Issue of Literacy and Education**

It has been accepted since some time now that poor are poor not because of their economic condition but also in terms of health and in terms of education. It has been realised by scholars that 'Education is an important social resource and a means of reducing inequality in many other aspects of wellbeing among the members of the society. Education and knowledge thus act as catalysts in improving the quality of life' (Chakrabarty & Ghosh, 2000, p.2). It has also been recognised that 'In rural India access to education could act as a catalyst to change. Persons acquiring education could break through some of the social and cultural norms associated



with certain occupations' (Unni, 2001, p.4). Unni in fact found that 'Educational attainment, even at very low levels, was a definite route out of poverty for the Scheduled Caste and Tribe households. Aided by the reservation policy, these communities were able to obtain salaried jobs and reap high returns to education (ibid).' Education develops or improves the capability of the individual. Jawaharlal Nehru the first Prime Minister of the country on 14<sup>th</sup> August 1947 declared that there are several tasks ahead which included 'the ending of poverty and ignorance and disease and inequality of opportunity'.<sup>9</sup>

Dreze and Sen while assessing the performance of the Indian-State in the above fronts noted in the middle of the 1990s that even after fifty years of independence we have not been able to achieve the objectives. What is, however, more important is that there are many other countries much smaller than us that has achieved much more in terms of health and education. Dreze and Sen says that 'Out of the failures there is one field in which India clearly has done worse than even the average of the poorest countries in the world, and that is elementary education' (Dreze and Sen, 1998, p.3). Balakrishnan (2010) noted that 'Under-investment in basic education began in the Nehru era, and despite successively greater resources available to governments since then, this continues. Worse, the decline in State capacity to deliver results rather than simply spend money, has affected education as much as any other sector. There is an illuminating comparative perspective on the quantity and, just as importantly, quality, of education in India. It is clear that we have the resources to be doing much better on both fronts' (Somanathan, 2011, p.30). The poor performance in basic or elementary education is in sharp contrast to the achievements that took place in the field of higher education which produced a vast pool of skilled manpower, trained in a wide variety of skills. And we would contend that the failure of providing elementary education had impacted upon and still impacts upon rural development efforts in the country.

Elementary education is something that is important for the development of the rural areas in the country since it is elementary education which is generally provided through schools at the rural areas. Rural areas in the country do not have anything than schools most often only primary schools with very poor infrastructure. We seem to have failed miserably in this front. Here our central contention would be that since education at all levels and more particularly primary education was neglected by successive governments hence it did not contribute in any significant way in the spread of literacy in the rural areas thus to rural development. The neglect can be found even in the importance which was attached to education as such even by the framers of the Indian constitution. The article related to education was originally conceptualised as a fundamental right, but deliberations in the constituent assembly reduced education to Directive Principle of State Policy. It was put under Article 45 of the Constitution that stipulates that the State shall endeavour to provide within a period of 10 years free and compulsory education for children till the age of 14. Not as a consequence of the above but what is noted is that there is low level of public expenditure on education since 1951-52 more particularly in the field of primary

education. This to large extent was a consequence of the fact that education was a state subject and the primary and other schools that were established at the rural level were under the state governments which under the Indian Constitution have very little control and command over resources.

As a result of this the share of expenditure by the State governments on education had always been very high when compared to the Centre. In 1951-52, expenditure on Education by Education and other Departments as percentage of GDP was just 0.64 percentage. The figures rose marginally to 1.52 percent in 1961-62. It went up to 2.25 percent in 1971-72. After a decade the increase was insignificant when it just increased to 2.83 percent in 1981-82. It jumped by only 1 per cent in the next decade when it reached 3.80 per cent in 1991-1992. The growth was abysmal by any account even after a decade. The expenditure was only 4.28 percent of GDP in 2000-01. What is important to note here is that by 2008-09 it came down to 3.78 percentage of GDP. Thus there was a decline. There was an increase later but it was not very substantial, the increase was only at a very slow pace. It has remained around 4 percent. The total amount of budget provisions on the revenue account made for education for the year 2014-2015 by education departments for the States/UTs and the Centre works out to Rs. 404591.30 crore (Rs. 321820.20 crore in State Sector and Rs. 82771.10 crore in the Central sector) which is 5.14% more than the revised estimates of Rs. 351404.08 crore for 2013-2014 and this amount constituted 11.86% of the total budget provisions made on the revenue account in the States and at the Centre... Taking into account both the revenue as well as the capita account, the total budget estimates for education for 2014-15 of the State Education Departments and the Education Departments of the Centre works out to Rs. 417354.57 crore, which is 10.42% of the total budget estimates [GOI, Ministry of Human Resource Development, Analysis of Budgeted Expenditure on Education 2012-2013- 2014-15 (Department of Higher Education) Planning, Monitoring and Statistics Bureau, New Delhi, 2015].

From the above mode of expenditure it can be inferred that largely as a result of the low level of expenditure progress made in terms of literacy is at a very sluggish rate. The census of India defines literacy rates as the proportion of literates to the total population above the age of seven years. By these standards, at the time of independence literacy stood at merely 18.3 percent for the age group of 5 years and above. Literacy rose to 43.6 per cent in 1981, to 52.21 per cent in 1991, it rose further to 65.4 per cent in 2001. It has increased further as per the 2011 census. In 2011 Literacy in India was 72.99%. Thus because of this neglect it is not surprising that despite government initiatives, India's literacy rate increased only "sluggishly". The 2011 census indicated a 2001-2011 decadal literacy growth of 9.2%, which is slower than the growth seen during the previous decade. What is also noted is that there is a wide gender disparity in the literacy rate in India: effective literacy rates (age 7 and above) in 2011 were 80.9% for men and 64.60% for women. Thus overall there has been a rise in literacy (whatever the quality of the literates may be) in the country and this has taken place even though the spending on education has not

been spectacular and much less than what many of the countries even in the Third World countries do. It is because of this low level of investment Balakrishnan in 2010 urged that in order to maintain a growth rate of 8 percent or so the state had to invest or spend on education (Balakrishnan, 2010). The growth or spread of literacy hence had been very sluggish, the neglect by the State can only be blamed for that.

It is believed that adult education provides many opportunities to equalise societies on a larger scale. It is well known that the individual learns all the time, from every event and from every experience. Hence it is truly a life-long process. The conventional definition of Adult education implies educational facilities to the adults who could not undergo a regular course of formal education during their school ages. Though the government has realised that problems of illiteracy could not be solved through a system of formal education alone as there was a vast chunk of population outside the field of total education and resource has been allotted for adult education programmes but the budgetary allocations had varied over the years. During the first few plans the allocations varied and sometimes declined but had never reached more than 10 per cent in the last few plans. Hence, adult education which was so essential under prevailing Indian conditions and prevailing conditions never received due attention when it comes to budgetary allocation and since the majority of adult illiterates, were and are from the rural areas did not receive much attention. The neglect therefore did not promote or could not have promoted rural development.

By way of conclusion it can be stated that the experience with rural development through poverty alleviation measures and through the spread of literacy, adult education etc. had been sluggish in this country because of the marginal importance that has been given importance by successive governments since independence. The concern of the Indian State in recent years more particularly since 1991 had mainly been economic growth and this central concern will not be able to take the country to the development of the rural areas particularly by reducing poverty and illiteracy in any significant way and also to the attainment of the objective of sustainable development which is one of the objectives of the United Nations Development Programme (UNDP).

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### **(Footnotes)**

<sup>1</sup> The growth in the agricultural sector in the first two decades was also very low. It had also been found that the decade before the revolution was characterised by a steep decline in growth in GDP-agriculture, with growth rates plummeting from close to 3% in the decade ending (De) 1960-61 to less than 1 percent in the DE 1968-69 (Ramesh Chand & Shinoj Parappurathu, 2012, p.56).

<sup>2</sup> It has been found that Land reforms were not pursued seriously later. Even in states like West Bengal where a progressive Left Front Government ruled land reforms became only a minor concern for the government after the 1990s. The West Bengal Human Development Report (2004) [hereafter WBHDR] commenting on the Operation Barga notes that 'the pace of the programme tapered off in the mid 1980s and since then the rate of additional registration has been negligible' (p.31).

<sup>3</sup>Others like Deepak Nayyar and Balakrishnan would disagree with the point that the growth rate was slow. Nayyar for example states that 'If we consider India during the 20th century as a whole, the turning point in economic growth was circa 1951. If we consider

India since independence, the turning point in economic growth was circa 1980. And it is clear that the turning point in the early 1950s was much more significant than the structural break in the early 1980s' (Nayyar, 2006, p.1457). To Balakrishnan economic growth started in the Nehru era (1947-64) and that is because public investment was increased in every sector of the economy - agriculture, industry, and services. This is a simple and parsimonious explanation. The British government under- supplied public goods, including infra- structure, while the new Indian government tried to remedy this lack'. In the period 1965-91, Balakrishnan points out that it was during this phase that what came to be called the "licence raj" really began... This period marked the beginning of large-scale government corruption. Despite this, the growth rate increased. This was partly because public investment continued to increase as Balakrishnan emphasises, even though its effectiveness may have declined. The increase in agricultural productivity brought on by the green revolution was obviously important (Balakrishnan, 2010).

<sup>4</sup>Originally however it was envisaged to cover the whole of country within years but a decision was taken to bring the remaining districts of the country under the ambit of NREGA from 1<sup>st</sup> of April, 2008 (Government of India, Ministry of Rural Development, Annual Report 2007-2008, 2008, p.vii).

<sup>5</sup>Jairam Ramesh, 'Foreward' in Ministry of Rural Development, Government of India, MGNREGA SAMEEKSHA: An Anthology of Research Studies on the Mahatma Gandhi National Rural Employment Guarantee Act, 2005 (2006-2012), Orient Blackswan' New Delhi, 2012.

<sup>6</sup>This poverty estimate has been made for the year 2009-2010 by Professor Abhijit Sen, Member, Planning Commission, Government of India.

<sup>7</sup>Sacchidananda Mukherjee, Debashis Chakraborty and Satadru Sikdar, Three Decades of Human Development across Indian States: Inclusive Growth or Perpetual Disparity?, Working Paper No. 2014-139, National Institute of Public Finance and Policy New Delhi, June 2014.

<sup>8</sup>See among others Atul Kohli, Poverty Amid Plenty in the New India, Cambridge University Press, Cambridge, 2012

<sup>9</sup> Jawaharlal Nehru's speech at the Constituent Assembly, New Delhi, on 14 August 1947; reprinted in Jean Dreze and Amartya Sen, India: Economic Development and Social Opportunity, Oxford, New Delhi, Sixth Impression, 1998



**Development of Attitude Scale to Measure Attitude of Rural and Slum Dweller Women towards Various Aspects of Consumer Protection**

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**Abstract**

Consumers been the centre of economic activities since time immemorial and so is the need to protect them from the unfair and scrupulous trade practices. The globalization of world economy not only gives more importance to the consumer but it has also made them more vulnerable to exploitation and cheating. As a result, a movement to protect the consumer and their rights emerged during late 1800s and early 1900. In India, Consumer Protection Act was passed in 1986 but, in order to see its impact, it is necessary to understand the attitude of consumer towards it. The study was conducted in the rural and slum areas of Delhi. This paper is about the process of development and statistically accepting statements which can be further used for studying the attitude of people towards various aspects of consumer protection.

**Keywords:** Consumer Protection, Attitude Scale, Scoring and Calculations.

We live in an era of market driven economy where the consumer is at the centre stage. The consumer is the most vital part of the vicious cycle of flow of money that starts from a consumer and reaches back to him. Consumer being at the centre of all economic activities is not a new phenomenon. There is, therefore, an urgent and imperative need which has existed since time immemorial to protect the consumers from unfair trade practices if any, obtaining in the market. The need to protect the consumers becomes all the more significant in a globalized world as the latter has

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given numerous choices to consumers which in turn would make them more vulnerable to exploitation by way of cheating. This assumes significance at a time when COVID 19 is in full form (perhaps the deadliest form) globally as well as in India. Globally over 20 million persons have been infected by Corona virus with more than 4 lakh casualties. USA, Brazil, Italy, Spain, UK (in chronological order of no. infected and no. of casualties) are some of the countries out of 193 countries the world over have been worst affected by this terrible visitation on earth.

In India, while over 80 lakh persons have been infected, there have been over 1.21 lakh casualties. However, of the 80+ lakh persons infected, over 7.4 million infected persons have been treated, recovered and discharged (The recovery rate having exceeded 91 PC). Over 10 crore persons have been tested by govt and private laboratories set-up with licence from ICMR.

To deal with the deadly menace of Corona virus, one needs N95 mask, gloves and sanitizers. This must meet the needs of standardisation and quality control and must be made available in adequate quantities at reasonable cost.

Regrettably this does not appear to have happened. The gloves have holes, the sanitiser does not have 70 PC alcohol and masks which have come to the market are not effective. While it is gratifying to not that a large number of persons have been treated, have recovered and have been discharged from hospitals/Covid 19 treatment centres, (in the vicinity of 7.4 million), more and more people are getting infected (in the vicinity of 8.1 million). Eventhough in terms of absolute number more than 1 lakhs persons (1,21,000 to be precise) have perished, in terms of percentage i.e. 1.49, it is the lowest in the world. The Ministry of Health and Family Welfare has been working in close conjunction without all 29 states and 8 UTs in terms of round the clock monitoring, co-ordination and supervision of all arrangements for testing, diagnosis, treatment and recovery. Scientists in research laboratories are making unremitting efforts towards discovery of a vaccine which can act as an anti-dote against Corona virus. The deadly killer but have not succeeded so far. There is need for around vigilance 'surveillance, standardisation and quality control on all these products which are absolute must to deal with prevention of corona virus.

As soon as the market started to expand, numerous ways to protect the interests of the consumers were also being explored. Systematic efforts, in the form of consumer movement, to protect the consumers started to emerge during late 1800s and early 1900. The USA was at the forefront of starting the global movement of consumer protection. In 1899 the National Consumer League was formed to ensure

white labels on products.<sup>1</sup> Establishment of Consumer Union in 1936 was another step towards consumer protection followed by passage of several Acts which strengthened the consumer's position in the market. The consumer movement which started in the USA soon started to reach other countries. During 1960s and 1980s the consumer movement reached UK and several other countries. In 1960, five consumer organisations from US, Western Europe and Australia came together to form International Organisation of Consumers' Unions (IOCU).<sup>2</sup> In 1982 IOCU laid the foundation of Consumer Rights, by outlining 8 consumer rights<sup>4</sup>, and some other guidelines on consumer protection. In 1985 these guidelines were formally accepted and adopted by the United Nations General Assembly. This prompted all the countries to strengthen their consumer protection wing and as a result Consumer Protection Act (COPRA) 1986 was adopted in India.

Although the history of consumer protection in India can be traced to the Vedas, Manusmriti, Arthshastra, Yajnavalkyasmṛiti, Naradasmṛiti, Brihaspatismṛiti, Katyayanasmṛiti and numerous laws that were implemented during the Mughal and British period but it was only the passage of COPRA 1986 that revolutionized and revitalized the whole process of consumer protection in India. It aimed at providing speedy justice to the consumers in less time and cost and also to promote and protect the rights of consumers. Mere passage of a law is not enough. The legislation enacted is to ensure that the interests of consumers are protected; it is equally important from the consumer's end that they are well aware of their rights and responsibilities, accept as well as practise them. Acceptance or rejection of any policy, programme, law or idea depends largely on the attitude of the target group towards it. The attitude of the target group towards any policy tells us about the success or failure of that policy. There are various factors that affect awareness and practice of consumer protection. Among these, the consumer's attitude is an important factor on which willingness of consumer to be aware about various aspects of consumer protection is vital. In order to assess the impact of various aspects of consumer protection on consumers it is necessary to study their attitude towards it. Since 70-80% of all consumers, purchasing is done by women, through a combination of their buying power and influence<sup>3</sup>, it is important to study their attitude towards various aspects of consumer protection.

## **Objective**

1. To develop an attitude scale to measure the attitude of rural and slum dweller women towards various aspects of consumer protection.

## **Methodology**

**Locale of the Study:** The study was conducted in two phases. In the first phase data was collected from Sabhapur village and Taimoor Nagar slum whereas in the second phase data was collected from Chauhanpatti village, Janta Camp slum as well as from Sabhapur village and Taimoor Nagar slum.

**Selection of Respondents:** During first phase 30 women respondents were selected randomly each from Sabhapur village and Taimoor Nagar slum. Hence responses from 60 women were recorded. During second phase 15 women respondents were selected purposively each from Sabhapur village and Taimoor Nagar slum whereas 15 women respondents were randomly selected each from Chauhanpatti village Janta Camp slum each. Hence responses from 60 women were recorded in the second phase too. The respondents which were selected purposively were those respondents who were high and low scorers of the first phase.

**Operationalization of attitude:** An attitude is a hypothetical construct that represents an individual's like or dislike for something. Attitudes are generally positive or negative views of a person (Kapoor, 2012). Attitude is an enduring system of positive or negative evaluation, emotional feelings, and pro or con action tendencies with respect to social objects<sup>4</sup>.

In the present study attitude has been operationalized as the degree of like or dislike of the rural and slum dweller women towards various aspects of consumer protection.

**Development of Attitude Scale for Testing:** In this study five point Likert scale was developed to measure the attitude of rural and slum dweller women towards various aspects of consumer protection. First step taken in the development of attitude scale was collection of as many possible positive and negative statements whose acceptance or rejection implied different degrees of favourable or unfavourable attitude towards various aspects of consumer protection. From the sea of statements 92 statements were selected deliberately after lots of brainstorming, consulting experts, other related individuals and secondary sources. There were 46 positive and 46 negative statements.

**Scoring of Statements:** Positive statements were scored as Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1) whereas negative statements were scored as Strongly Agree (1), Agree (2), Neutral (3), Disagree (4), Strongly Disagree (5). On this basis maximum possible score for one respondent was 460 and minimum possible score was 92.

**Testing of Attitude Scale:** Selected 92 statements were administered on 30 women respondents of Sabhapur village and 30 women respondents of Taimoor Nagar. Each respondent's score was calculated individually and 25% of the respondents having high score and 25% having low score were selected.

**Calculation of 't' value of each Statement:** After dividing the scores among high group and low group 't' value of each statement was calculated.

**Selection of Statements:** After calculating 't' value of each statement 10 statements having high 't' value were selected as items with higher t-values are better discriminators. Selected statements are given in the annexure 1.

**Determining Reliability and Validity of Statements:** In order to accept the statements to be used in further research it is important to establish that the statements are reliable and valid. Reliability of the developed attitude scale was established by using two techniques: Test-Re-test method and Split-Half method. Criterion validity of the developed attitude scale was measured using Known group technique.

**Test-Retest Method:** For establishing reliability of statements, 10 selected statements of attitude scale were administered on 15 women of Sabhapur village and 15 women of Taimoor Nagar slum. After a gap of one month same statements were administered on the same group of women from both the areas. Scoring and computation of scores was done to find Pearson's Correlation Coefficient. Pearson's Correlation Coefficient was computed using formula:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

- n = number of pairs of scores
- "xy" = Sum of the products of paired scores
- "x" = Sum of x scores
- "y" = Sum of y scores
- "x<sup>2</sup>" = Sum of squared x scores
- "y<sup>2</sup>" = Sum of squared y scores

Pearson's Correlation Coefficient ( $r_{xy}$ ) was found to be 0.95.

**Split-Half Method:** Second phase of the study, in the area of Chauhanpatti village and Janta camp slum, was conducted to establish reliability of the selected statements using split-half technique. Responses were recorded from 15 women of each area. The responses thus recorded were scored similarly as done during first phase. Now the total score of odd numbered statements and even numbered

statements were calculated separately for each individual. This distribution of responses in odd (x) and even (y) numbered statements divided the response in two halves. Then correlation coefficient between these two halves was calculated. Pearson's Correlation Coefficient ( $r_{xy}$ ) was found to be 0.82. Reliability coefficient of the whole scale was calculated using Spearman Brown prophecy formula and the reliability coefficient ( $r_{sb}$ ) was found to be 0.97.

The reliability of the developed attitude scale was established by both the methods. The value of coefficient of correlation was found high which indicates that the scale is highly reliable.

**Criterion Validity:** Known group technique was applied to measure the validity of the developed attitude scale. For this purpose 15 respondents each from the Sabhapur village and Taimoor Nagar slum having strongly favourable and unfavourable attitude towards various aspects of consumer protection were selected. Then the 't' test was applied to know the discriminating power of the scale between the two groups and it was found to be highly significant ( $t_{cal}=11.1$ ). This value suggests that the scale is fairly valid for measuring the attitude of rural and slum dweller women towards various aspects of consumer protection.

## Conclusion

The attitude scale thus developed was found to be totally reliable and valid but it has its own limitations. Since the study is based on rural and slum dweller women of Delhi with a small sample size, its applicability and scope gets restricted. The scale's applicability on a larger scale must be analysed. In order to have consumer protection it is important to have an insight on people's attitude towards various aspects of consumer protection. Understanding the attitude of people towards various aspects of consumer protection will help the policy makers in forming policies in line with people's attitude.

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1. <https://www.nclnet.org/>
2. <https://www.consumersinternational.org/who-we-are/our-history/>
3. <http://www.forbes.com/sites/bridgetbrennan/2015/01/21/top-10-things-everyone-should-know-about-women-consumers/#6f4cf2622897>
4. <http://www.consumersinternational.org/who-we-are/consumer-rights>

### Annexure 1

#### Attitude towards Various Aspects of Consumer Protection (developed)

S.No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Food safety labels are merely a formality.					
2.	Buying food products without food safety label is harmful.					
3.	Cheating with consumers has increased due to COPRA (1986)					
4.	As per COPRA (1986) the quality of a product should be ensured by safety labels.					
5.	A different safety label as per COPRA (1986) confuses the consumers.					
6.	Shopkeepers don't cheat at all due to fear of COPRA (1986).					
7.	Food Safety labels are used to make products look attractive.					
8.	Information given through food safety labels are important.					
9.	It's impossible to reach to consumer dispute redressal agency formed under COPRA (1986).					
10.	Food safety label is a symbol of product's purity.					

\*the tool was developed in Hindi, it has been converted into English for publication purpose only.

## **Prospects and Problems of Skill Development Programmes for Youth**

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### **Abstract**

Human civilization has grown through the ages as a result of its quest to transmit knowledge and skills from generation to generation. The various dimensions of human development are –physical, intellectual, social, civic, cultural, economic, ethical and spiritual. The economic dimension includes work related education, vocational education, employability, full, freely choshive, productive and remunerative employment, entrepreneurship, alleviation of poverty, etc. Vocational education worldwide is rich and diverse. The profiles of vocational learner are widely varying in terms of age, education, skills, endowments, abilities and interests. A Nation's progress in every practical field depends on its capacity to provide for its citizens every possible opportunity of learning and earning, whether it is in the sphere of technical and higher education and research or medical or engineering education or any other vocational skill related education, human rights education, or elementary and primary education or adult education or lifelong learning. Human resource development through education and skill training are primarily visualized as engines of economic growth i.e. production of goods and services essential to the life of the individual and the community. The young people are provided with educational opportunities for general /vocational education and training, through formal/non-formal and part-time programmes. Skill development and Income-generation programmes are functional in the sense that these are largely focused on the development of functional knowledge with a view to making learning relevant to working, earning a reasonable level of

**Keywords:** Prospects, Problems, Skill, Development, Programmes, Youth

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income and maintaining a decent livelihood. Skill development and income-generation Programmes are functional in the sense that these are largely focused on the development of functional knowledge with a view to making learning relevant to working, earning and living. The number of unemployed youth has increased considerably during the past few years. Even today it continues to be a matter of deep concern in most states including States like Kerala which has a high rate of literacy and numeracy. Unemployment among young people has been found to be associated with a number of negative health and personality consequences in different countries.

The scheme of Jan Shikshan Sansthan was established to provide vocational training to the non-literate, the neo-literate, and the school drop outs by identifying such skills as well as having a market in the regions where they are located. A study conducted to reveal prospects and problems of the skill development programmes titled "Prospects and Problems of Skill Development Programmes for youth" is aimed at finding out the major problems and prospects of skill development Programmes organized by Jan Shikshan Sansthan, Malappuram district in the Kerala State. Seventy Skill Development Course Learners and ten Instructors working under the agency for different courses were selected from this district for the purpose of this study. A questionnaire was used for learners who are studying the courses and an interview schedule was used to collect information from instructors of the courses.

### **Objectives of the study**

The major objectives of the study are:

- to study the socio-economic profile of skill development course learners.
- to study the major benefits of youth who are participating in the skill development programmes.
- to Identify major problems of youth in skill development programmes.
- to give the major suggestions to improve skill development programmes.

### **Suggestions**

1. Higher level skill development courses to be provided to the youth.
2. Provide skill development courses either free or with reduced fees.
3. Modern technologies should be included in the skill development courses.
4. Provide the youth, placement or job opportunities after the skill development course. i.e converting employability through skill training to full, freely chosen, productive and remunerative employment.
5. Provide loans for the youth after skill development course with less interest rate for starting micro enterprises.
6. All the governments viz. central, state and local self-governments should support the youth to start micro enterprises.
7. Modern technologies should be included in the skill development courses.
8. Provide the youth, placement or job opportunities after the skill development course.

9. Provide loans for the youth after skill development course with less interest rate for starting micro enterprises.
10. All the governments viz. central, state and local self-governments should support the youth to start micro enterprises.

## **Introduction**

As learning is a basic human need, the process of learning is manifest in most people throughout their lives. It is not dependent on age or gender or social origin or even physical disability. Hence it is manifest that the lifelong education should be regarded both as a human right as well as a fundamental necessity in any civilized society so that every individual is able to respond to his learning needs, fulfill his potential and find his/her place within the wider society. For a long time, education has been regarded as 'something done to children' and at some stage in adolescence, or soon after, it is regarded as completed-except for the minority who continue to attend educational institutions. Even though many may even enter the doors of an educational institution again in their life time, it does not mean that they have ceased to learn. Some continue the process of self-education, even though the learning that they receive may not always be quite enriching and fruitful as they might have received, earlier provided they are exposed to the wider educational arena.

Vocational education worldwide is rich and diverse. The profile of vocational learner varies widely more than in any other sector of education, in terms of age, abilities and interests. Mere provision of vocational education for all grades of workers does not ensure a full-fledged relevant programme of training for on occupational life. Such education must be fitted in with the needs of those for whom it is provided. These needs vary greatly. There are great variations in native ability and education. Vocational education in a democracy is an extremely complex matter. A program of education that omits it or ignores its complex character cannot be genuinely democratic. Equality of opportunity to grow and evolve to the extent of one's ability, inevitably makes it necessary and comprehensive programme of vocational education.

## **Skill Development Programmes for Youth**

Skill development and income-generation Programmes are functional in the sense that these are largely focused on the development of functional knowledge with a view to making learning relevant to earning, living and working. Providing vocational skills means equipping people with competencies for their direct involvement in some economic or productive activity. Acquiring vocational skills is the ability of engaging oneself in an occupation or gainful employment. Every member of the community with special focus on neo-literates and those who have had little or no formal education forms the priority target group of these programmes. A large number of programmes involving varying levels of vocational skills can be introduced in Continuing education. The selection or identification of programmes depends upon the direct correlation between the learners and the world of work. Other considerations are that these

should be relevant, useful and sustainable in the local situation. However, the choice of programmes should also include non-conventional vocations which hold prospects for the future.

The problem of youth unemployment is seen in most States of India. The number of unemployed youth has increased considerably for the past few years. Youth unemployment in general and educated youth unemployment in particular is a problem not only because of its high prevalence, but also because it can have serious long-term negative consequences. Young people do not perceive such financial pressure as married middle-aged unemployed people do, and unemployment can be, therefore, less stressful for the younger than for the older adults. Unemployment is more related to ill health and smoking habits in young people than in adults. Unemployment among young people has been found to be associated with a number of negative health and personality consequences in many different countries. Kerala is not an exception; young minds are considerably stressed about the financial status during their 20s.

This is an irony as (a) The rare of the literacy and numeracy (both male and female) is quite high so also is the level of awareness (b) Kerala possesses a sizeable skilled manpower on account of which the remittances from the gulf over the years have been quite high except in 2019-20 when there is a fall in these remittances due to Covid-19 which has resulted in repatriation of large number of worker from Kerala working in the gulf countries back to Kerala. (c) the standard of living as also the per capita income for an average household in Kerala are great high comprised to the rest of the country.

The following agencies are closely associated in the organization of skill development programmes for youth in view of the factors stated above:

- Jan Shikshan Sansthan (JSS)
- State Resource Center (SRC)
- District Industries Center (DIC)
- Indian Institute of Technology (IIT)
- Community Polytechnics
- Khadi & Village Industries Commission (KVIC)
- Krishi Vigyan Kendra (KVK)
- National & State Open School (NIOS/SOS)
- Small Scale Industry (SSI)
- Private/commercial organizations
- National Bank for Agriculture & rural Development(NABARD)

A study was conducted by the investigator for find out the major problems and prospects of skill development programmes organized by the JSS, Malappuram district of Kerala State during the last five years.

## **Jan Shikshan Sansthan (JSS)**

The scheme of Jan Shikshan Sansthan (JSS) was established to provide vocational training to the non-literate, the neo-literate, and the school drop outs by identifying such skills as well have a market in the region of their establishment. The Jan Shikshan Sansthan component of the scheme of support to voluntary agencies for Adult Education and Skill Development funded by the Ministry of Human Resource Development, Department of School Education and Literacy was transferred to Ministry of Skill Development and Entrepreneurship through an office memorandum dated January 1, 2018. The Jan Shikshan Sansthan (Institute of People's Education) was established in twelve out of fourteen Districts in the Kerala state on behalf of various Non-Governmental Organizations (NGO).

The Jan Shikshan Sansthan, Malappuram was established in the year 2006 under the aegis of Nilambur Orphanage Committee, Nilambur, Malappuram District. The Tagore Literacy Award for the year 2017 was given to Jan Shikshan Sansthan, Malappuram for organizing literacy and vocational skill development training programmes targeted towards women. Other innovative programmes include specially designed vocational training programme suitable to mentally/physically/orthopedically/visually challenged people and those who suffer from paraplegia and other acute ailments. Jan Shikshan Sansthan, Malappuram was a recipient of Saakshar Bharat Award in the year 2014 and the prestigious UNESCO Confucius Prize in 2016.

### **The Study**

The study titled “prospects and problems of skill development programmes for youth” is aimed to find out the major problems and prospects of the skill development programmes organized by Jan Shikshan Sansthan (JSS), Malappuram district.

### **Samples for the study**

Seventy Skill Development Course Learners and ten Instructors working under the agency for different courses were selected from the district.

### **Tools used for data collection**

Major tools used for the study were: -

- a. Questionnaire
- b. Interview Schedule

Questionnaire was used for learners who are studying the courses and interview schedule was used to collect information from instructors of the courses.

### Method used for the study

Survey method was used to collect data from various institutions

### Analysis of the Data

Jan Shikshan Sansthan (JSS), working in Malappuram district of Kerala State, was selected for the Study. Sub-centers of JSS of the district work throughout the district. The Agency conducted various skill development programmes for the youth. The courses were conducted by the financial support of the Dept. of Skill Development of the Government of India. The courses selected for the study were, Basic Car Service (for Men) and Basic Tailoring Course (for Women). 10 Instructors were interviewed. Among them six belonged to Basic Car Service course and four of them to Basic Tailoring Courses.

### Socio-Economic Profile of the skill development course learners

The table given below reveals socio-economic profile of the skill development course learners. As per the table, the percentage of male and female learners was the same (50% each). Majority of the learners were Muslims (60%), followed by Hindus (30%) and Christians (10%). The other religious followers were not seen in the study. Analysis of the age of the learners shows that, the majority of them belong to 19-22 age group (48.58%), followed by above 31 age group (31.43%), and 27-30 age group (5%). The skill development course learners with 23-26 age group are very less and seen only 4% in the sample. The learners' residential area shows that, 38% of them hail from the urban area and 32 % of them from the rural area. This shows

#### Socio-Economic Profile of Learners

No.	Status	Particulars	Number N = 70	Percentage
1	Gender	Male	35	50
2		Female	35	50
3	Religion	Hindu	21	30
4		Muslim	42	60
5		Christian	7	10
6	Age Distribution	Below 18 years	5	7.14
7		Between 19-22 years	34	48.58
8		Between 23-26 years	4	5.71
9		Between 27-30 years	5	7.14
10		Above 31 years	22	31.43
11	Residential Area	Urban	38	54.29
12		Rural	32	45.71
13	Job Sector	Fisheries sector	40	57.14
14		Industrial sector	16	22.86
15		Cottage industry sector	8	11.43
16		Mixed jobs	6	8.57

that the skill development course learners residential areas are almost equally distributed in the urban and the rural area. There is no difference between the urban and the rural area youth joining the skill development course. A close observation of the job sector of the learners' residential area reveals that 57.14% of them belong to fisheries sector, followed by industrial sector (22.86%), and cottage industrial sector (11.43%). The table above reveals that only 6% of them hail from mixed job sector.

### Major Benefits

The table given below proves that all the youth learners (100%) improved their personality during the course. Only 2 percentages of them opined that it increased their income and most of them (91%) opined vice versa. Out of 70 learners, 68 of them (97.14%) opined that their self-confidence increased during the skill development course and only 2 learners (2.86 percentage) opined negatively. The above table reveals that 66 youth learners (94.29 percentage) opined that they got good place in the society and 4% of them opined negatively. Most of the learners, 65 out of 70 (95.86 percentage) of them opined that their family relations improved and only 5 percentage of them opined negatively. From the above table, it is clear that 64 learners (91.43 percentage) opined that their life style did not improve and only 8.57 percentages of them (6 learners) opined that their life style improved during the Skill Development Course.

Benefits	Yes	Percentage	No	Percentage
Improved personality	70	100	Nil	0
Increased income	2	2.86	68	97.14
Increased self confidence	68	97.14	2	2.86
Acquisition of good place in the society	66	94.29	4	5.71
Enhancement of family relations	65	95.86	5	7.14
Increased life style	6	8.57	64	91.43

### Major Benefits of the Courses

#### Problems of the Courses

All the youth learners shared their problems with total openness. All of them opined that there was lack of chance and non-approval of the course by the Public Service Commission. The majority of learners (98.57%) hinted at lack of publicity, 98.57% of the learners opined lack of financial aid and 97.14% opined lack of stipend.

### Problems of the Courses

No.	Problems	Frequency N = 70	Percentage
1	Lack of job chance	70	100
2	Non-approval of the course	70	100
3	Lack of Publicity	69	98.57
4	Lack of financial aid	69	98.57
5	Lack of Stipend	68	97.14

### Suggestions for improving the courses

No.	Suggestion	Frequency (N= 70)	Percentage
1	Give more Practical classes to the youth who learn the Skill Development Course.	70	100
2	Arrange more infrastructure facilities in the Institute.	70	100
3	Arrange smart class rooms for the Skill Development Course learners	70	100
4	Increase course duration	68	97.14
5	Facilitate industrial visit	67	95.71
6	Arrange counselling classes to learners	67	95.71
7	Ensure placement after the course	66	94.29
8	Make Syllabus based on job	66	94.29
9	More study materials wanted	65	92.86
10	Appoint reputed instructors	64	91.43

The major suggestions of the learners to improve the skill development course were: (1) give more practical classes to the youth who learn the skill development course, (2) arrange more infrastructure facilities in the institute that gives the skill development course and (3) arrange smart class rooms. The youth learners (97.14%) also suggested that course duration be increased, industrial visit be facilitated (95.71%), counselling classes to learners be arranged (95.71%), placement after the course be ensured (94.29%), syllabus must be job based (94.29%), and more study materials be circulated wanted (92.86%) and be appointed reputed instructors in the institute (91.43%).

### Major findings

- Out of 70 youth learners 35 were male and 35 were female i.e., 50% each.
- Among 10 Instructors, two are male and eight are females.
- No transgender was present among the learners and instructors.
- Religion wise categorization shows that 21 learners were (30%) Hindus, 42 (60%) were Muslims and 7 (10%) were Christians. Instructors religion shows that out of 5 instructors, 3 were Muslims and 2 were Hindus.
- Age distribution showed 5 were below 18 years (7.14%); 34 were between 19 and 22 (48.58%); 4 were between 23 and 26 (5.71%); 5 were between 27 and 30 (7.14%) and 22 were above 31 years' age (31.43%).

- Out of 70, 40 were unmarried (57.14%) and 30 (42.86%) were married.
- Educational Qualification of the learners shows, out of 70 Only 17 (24.29%) have below tenth standard, 26 learners have passed tenth standard (SSLC-37.14%) and 27 learners (38.57%) passed higher secondary course (Plus Two).
- The residential area of the learners showed that 38 hailed from the urban (54.29%) and 32 (45.71%) from the rural.
- The Job sector of the learners indicate that majority of the learners (40-57.14%) reside at fisheries sector. only 16 (22.86%) in industrial area, 8 (11.43%) hail from cottage industry and 6 (8.57%) were mixed job sectors.
- 23 (32.86%) learners were registered in the employment exchange and 47 (67.14%) were not registered.
- 50 (71.43%) replied that the skill development course improved their quality of life.
- All the learners (100%) opined that the reason for joining the skill development course is acquisition of a job.
- All the learners (100%) opined that modern technologies are included in the skill development courses.
- All the instructors suggested that the youth got job after the skill development course.
- All the instructors suggested that the modern technologies were used in the skill Development Courses.
- All the youth learners (100%) improved their personality during the course. Only 2 percentages of them opined that it increased their income and most of them i.e. 91 percentage of the learners opined vice versa. Out of 70 learners, 68 (97.14%) opined that their self-confidence increased during the skill development course and only 2 learners (2.86 %) opined negatively.

The above table reveals that 66 youth learners (94.29%) were of the view that, they got good place in the society and 4% of them negatively opined. Most of the learners, 65 out of 70(95.86 percentage) of them remarked that their family relations improved and only 5 percentages of them remarked negatively. From the above table, it is clear that 64 learners (91.43%) were of the view that their life style did not improve and only 8.57 percentages of them(6 learners) were of the view that their life style improved during the Skill Development Course.

- All the youth learners (100%) expressed that the problems they faced were lack of chance and non-approval of the course by the Public Service Commission. The majority of learners (98.57%) remarked about lack of publicity, 98.57% of the learners remarked about lack of financial aid and 97.14% about lack of stipend.
- The problems faced by the youth according to instructors were: age limit (100%), more similar micro enterprises (80%), less catching capacity of the learners in the technical field (80%), low salary offered by many companies and misuse of the needs of the trainee (80%), unwillingness of many



candidates to go outside their places, because of maladjustment (80%) and financial problem of the learners (80%).

- The major suggestions of the learners to improve the skill development programmes were: (1) to give more practical classes to youth who learn the skill development course, (2) to arrange more infrastructure facilities in the institute that gives the skill development course (3) to arrange smart class rooms. The youth learners also stated to increase the course duration (97.14%), industrial visit (95.71%), arrange counselling classes to learners (95.71%), placement after the course (94.29%), make syllabus job based (94.29%), make procurable more study materials (92.86%) and to appoint reputed instructors in the institute (91.43%).
- The major suggestions of the instructors to improve the skill development programmes were: to arrange training facilities with reputed companies, to include more practical sections in the course, make available more support from various agencies and governments, to disseminate knowledge to the youth about the skill development programmes; more over the government and agencies should study candidate--s' problems and their interest.

### **Suggestions**

1. Higher level skill development courses provided to the youth.
2. Provide skill development courses free or tolerable fees.
3. Modern technologies should be included in the skill development courses.
4. Provide the youth, placement or job opportunities after the skill development course.
5. Provide loans for the youth after skill development course with less interest rate for starting micro enterprises.
6. All the governments viz. central, state and local self-governments should support the youth to start micro enterprises.

### **Conclusion**

A Nation's progress in every practical field depends on its capacity to provide for its citizens every opportunity of learning and earning, whether it is in the sphere of technical and higher education and research or medical education or human rights education, or elementary and primary education or adult education or lifelong learning or skill development programmes. Hence education and income generation programmes are tools to promote well-being, prosperity and future development of the individual, the society, the nation-state and the entire human civilization. In this regard, role of education and skill development programmes are primarily seen as one related to economic growth, production and reproduction. The young people are provided with educational opportunities for general /vocational education and training, through non-formal and part-time programs offered essentially as extension activities of community schools, community polytechnics and composite training centers.

The state and central governments may provide seed money for the generation of source materials and training of instructors.

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The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education, which it visualizes as a continuous and lifelong process. It directs its efforts towards accelerating adult education as a process, a programme and a movement.

The Association co-ordinates activities of various agencies – governmental and voluntary, national and international – engaged in similar pursuits. It organizes conferences and seminars and undertakes surveys and research projects; it endeavors to update and sharpen the awareness of its members by bringing to them from all over the world expert views on and experiences in adult education. In pursuit of the policy, the Association has instituted the Nehru Literacy Award and Tagore Literacy Award for outstanding contribution to the promotion of Adult Education and Women's Literacy in the country respectively. It has also instituted Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of eminence.

The Association has brought out many publications on themes related to adult education, including Hindi editions of several UNESCO publications. It brings out the Indian Journal of Adult Education, Proudh Shiksha and IAEA Newsletter.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers Education Association, International Reading Association and the Asian-South Pacific Association for Basic and Adult Education. Its membership is open to all individuals and institutions who believe in the aims and objectives of the Association.

It's headquarters is located in Shafiq Memorial at 17-B, Indraprastha Estate, New Delhi – 110 002.