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Editor's Note

In the recent past a lot of discussion is going on in India about intolerance. Some say religious intolerance, some others say political intolerance and a few others say intolerance in all spheres of life. Religious and political intolerance is fields which better not discuss in the academic journal as general public punish such people who show intolerance or practice intolerance in their own way through ballet papers when the elections come. But at the same time any intolerance in the spheres of life is a dangerous indication which affects the common people very much. Though, a lot of things can be quoted for intolerance faced by common people in day-to-day life, an incident happened in West Delhi on March 24, 2016 is a cruel one. In case, such incidents happen by sparks generated in the ill minds of people, particularly youths, how can India celebrate its declared strength as a country with large number of youth population which inturn is expected to make the progress in all the fields with increased pace.

What had happened on March 24, 2016?

In the mid of night a 42 year old dentist was fatally attacked by a group of people including juveniles with iron rods, cricket bats and other blunt objects as he had an altercation with two bikers for rash driving after India's win against Bangladesh in the T20 Cricket World Cup. What was the dentist doing on the road in the mid night? Infact, he was playing cricket in their car park outside home alongwith his 7 year old son and his nephew. For a strong stroke the cricket ball flew into the by-lane and hence, the dentist and his son ran after the ball to pick-up. At the same time two persons who were on motorbike coming in the by-lane with high speed, may be by seeing the road empty, was cautioned by the dentist by raising his hands which ultimately hit/touched the body of the bikers for which argument and counter argument continued for few minutes and went to the peak after the dentist slapped the biker and taken away the motorbike and key. This made the bikers angry and hence, they came back with a group of people and attacked the dentist who was still playing with his son. The end result was the death of dentist.

As usual the news has become fodder to the media and social media which came out with so many stories, accusing people with angles on the attackers' social status as they are from the nearby slum area and also on their religion. The accusers have not spared Delhi Police also by stating the

failure of law and order in the city. It is to specially mention here that for many people including politicians Delhi Police is the easy target for attack and a punching bag for any untoward incident takes place in the city.

The incident happened was unfortunate as the family of the dentist has lost a promising person, wife her beloved husband and the child the loving father which nobody can compensate. However, the incident needs to be analyzed by people by sitting calmly in a place so that such things do not happen in future as intolerance was the root cause.

Overall the wings of the fire started because of altercation between the dentist and bikers with heated argument and the confiscation of bike and key. Both of them have done wrong thing. They should have realized that it was not purposeful and should have settled the matter smoothly then and there with mutual give and take. Unfortunately the bikers and group of people who accompanied them also instead of negotiating with the dentist to release the bike started beating him with sharp edged weapons. Both the sides have not shown tolerance, right path of excuse and compromise amicably. The end result was the loss of life. Also the bikers and people who supported will be at loss as they will undergo stress and strain due to court case and will be in jail for few years. As the attackers are youths they will lose their precious part of their life in jail.

Intolerance is always dangerous and it can be avoided only by understanding the end result. This is the lesson everyone should learn.

Dr.V. Mohankumar

Literacy for Social Conscientization

Excerpts of an Interview with Dr. L.Mishra conducted by Prof. S.Y.Shah

Good Morning, Sir. Thank you for giving me an opportunity to interview you. As you may be aware, it is very important to interview the members who are closely involved with the activities of adult education in India over a long period because they may be having rich experiences which may not have been documented and known to many and such information and insights may help us understand the history of adult education in India. The interview is a part of the ongoing project on the **Oral History of Adult Education in India** initiated by the International Institute of Adult and Lifelong Education (IIALE), New Delhi.

When and how did you start taking interest in adult education?

Right from my childhood (as far as the memories of my childhood go), I have been an ardent believer in and admirer of Bapu's philosophy based on truth and non-violence. Adult education and prohibition (of liquor) were two themes of social action which were very dear to Bapu's conscience. His conviction in the efficacy of these two seminal themes was self-propelled and self-driven. These had a tremendous influence on my young mind around 50s;

The second reason for my getting interested in and being committed to adult education as a tool of individual liberation and social emancipation was the state of my parental illiteracy. My home environment in a rural setting was rife with pervasive illiteracy. Both my biological as well as adoptive parents were either semi-literate or totally illiterate. When I started going to school at the age of five (primary) around 1947, I was unable to have any worthwhile social communication with them i.e. I was unable to share with them what I learnt in the school. They had no inkling of the pace and progress of my learning or the levels of proficiency acquired by me in arithmetic, mother tongue and other subjects. If they had, that undoubtedly would have promoted a learning society through a literate family. Regrettably, we have

millions of such homes in India where parents on account of being totally unlettered are not able to have any worthwhile social communication with their children. That kindled in me a resolve to make the unlettered adults functionally literate.

The third reason behind such interest was the plight and predicament of agricultural labourers who were attached to the household of my adoptive parents. They belonged to the SC community and were totally illiterate. They, however, did not realize that being unlettered was the primary reason for their plight and predicament. During vacation I used to go to the SC basti to teach them the basic tenets of functional literacy and numeracy. Since, untouchability was the dominant social practice, meeting members of the SC community in their basti (they had no access to conservative households) and interacting with them invited the wrath of my adoptive parents and other members of the household. I could not reconcile to such obscurantist ideas and practices in early childhood. As I grew up to adolescence, I had a natural and spontaneous conviction that I should be on my own so that I could teach self-reliance to others through functional literacy. My love for, belief in and commitment to adult education as a tool of liberation of the members of SC and ST community (a population of 30 crores+ according to 2011 Census) from the curse of illiteracy have not waned; they have been all the more heightened and reinforced.

Can you recollect the names and role of some people who might have been instrumental in drawing your attention to adult education and influenced your thinking and work in this area?

Mohandas Karamchand Gandhi (Bapu) or Mahatma Gandhi was the one and only one to have influenced me on the efficacy of adult education in my childhood.

Bapu gave a clarion call for eradication of mass illiteracy in India in 1937 with a lot of anguish and yet, hope, faith and conviction that such eradication was possible, feasible and achievable. The call was translated to action with a lot of mass fervour by distinguished adult educators and leaders like Dr. Syed Mahmud in Bihar, B.G. Kher, J.P Naik and Morarji Bhai Desai in the city of Bombay (now Mumbai), Sir M. Visvesvaraya in Mysore University, Dr. Mohan Sing Mehta in Rajasthan, Hari Sarvottam Rao and Durgabai Deshmukh in Andhra Pradesh and Dr. Wealthy Fisher in Uttar Pradesh. Dr. Frank Laubach who had come to India in 1935 inspired teachers in Moga (in

undivided Punjab) and launched a campaign called 'Each one teach one', the efficacy of which remains undisputed even today.

I derived a lot of inspiration and motivation from the teachings of Mr. Paulo Friere, the outstanding Brazilian adult educator who wrote the most seminal work in the liberating role of education called 'The pedagogy of the oppressed' through which he advocated that (a) the teacher and the learner are not subjects and objects (b) they learn from each other in unison (c) such dialogical learning imparts a lot of civilizing and beneficial consciousness to both and (d) education provides liberation from the culture of silence and dependence and can act as a tool of conscientisation.

This work had also inspired me to write 'Anguish of the deprived published by Har Anand Publication, Chirag Delhi (1994). The concluding chapter of this book (about 83 out of 314 pages) has been devoted to how Bapu conceptualized adult education, in late 30s, how experiments in campaigns for total literacy in Myanmar (1969-74), Cuba (1959-61), Nicaragua (1979-84), Vietnam (1932-77), Ethiopia (1979-84) were launched, how President Julius Nyerere perceived the holistic role of AE in development in Tanzania in 60s, how, where and when similar campaigns for total literacy took roots in India (1990 onwards) and what has been the fall out thereof.

I know that you have occupied several important positions in and outside the country which may have given you an opportunity to play a key role in the promotion of adult education. Which were the important positions/assignments that provided you an opportunity to develop and strengthen adult education in India and what were your specific contributions?

I have all along treated myself as a humble servant of literacy and a dedicated and relentless campaigner for eradication of illiteracy right from my childhood. I think, feel and believe from the core of my heart that (a) if one reads and learns, one knows and understands (b) if one knows, one can win and conquer the world (c) if one has acquired some knowledge, information and skills which are of interest and relevance to the rest of humanity and in particular, to the poor, deprived, dispossessed, disadvantaged and marginalized, one should part with a portion of that knowledge, information and skill in favour of those who do not have them and yet who are in dire need of the same. Such parting will not impoverish them but will enrich them. This philosophy has urged, inspired and motivated

me to work unremittingly for the cause of promoting universal literacy and for creation of a learning society, which is also kind, caring, compassionate and considerate and empathizes with the plight and predicament of the unlettered who have been deprived of the access to educational opportunity for no fault of theirs.

The position I held namely SDO (civil), Additional District Magistrate, District Magistrate, Deputy Labour Commissioner, Labour Commissioner, Chief Electoral Officer and Additional Secretary, Home at the State level and DG(LW)/JS, M/o Labour & Employment, DG, NLMA/JS, M/o Human Resource Development, DG, CAPART/ Additional Secretary, M/o Rural Development, Union Labour Secretary at the central level have only provided me an opportunity and fillip to fulfill this urge, inclination and commitment to spread the message of importance and relevance of universal literacy and elan-vital of a learning society which are instrumental for an individual to grow, thrive and prosper against all odds.

My specific contribution in these assignments to promote, develop and strengthen literacy and adult education in India has been:

– an honest realization must dawn on every Govt. that (a) generation of a positive demand must precede provision of delivery mechanism for imparting functional literacy or for that matter, for the success of any programme of social action (b) social mobilization is the key to such demand generation (c) govt. is ill-equipped to go in for such social mobilization all by itself (d) govt. must in all humility acknowledge the need for enlisting the involvement of NGOs and social action groups who are non-political or a-political, who are rooted to the soil and who are committed to voluntarism (e) delivery mechanism will be effective only when there is a ground swell characterized by articulation of demand by the un-lettered 'Education is our birth right and we must have it' (f) the delivery mechanism should be sustained by the philosophy 'each one owns, each one contributes and each one participates' (g) the basic strategy behind success of a campaign for total literacy should be area specific, result oriented, time bound, cost-effective and volunteer based.

The above principles and strategies were sought to be honestly translated to action by me in all assignments held by me and in particular, in the assignment of DG, NLMA.

This realization prompted me to submit a proposal on 19th August, 1989 to the then Education Secretary – Shri Anil Bordia Jee, that since government cannot go in for social mobilization for demand generation for literacy, govt. must go in for an NGO which is non-political or a-political which has the professional expertise and deep commitment to campaigns for literacy to be implemented in an unorthodox and unconventional manner. The note was approved by Minister of Human Resource Development and Bharat Gyan Vigyan Samiti (BGVS), a confluence of creative thinkers, writers, artistes, scientists, technologists, social and educational activists was born.

The other specific contributions are:

– an honest realization that one cannot do everything oneself and therefore, there is need for building up a team of people who are clear, level headed have the honesty and sincerity of purpose and courage of conviction and deeply committed to social action to improve the outreach with people and create the desired impact. The idea of obtaining services of good, honest, qualified and committed people on secondment basis from the universities, Institutes of Social Science Research, NGOs and other autonomous bodies to supplement and complement my initiatives and efforts and those of my colleagues (Anil K. Sinha, Anita Kaul, Ashok Basu, R.K. Saini, B.S. Murthy, P.K. Tripathi, Dr. S.N. Pande, to name only a few) in this direction owes its origin to this realization;

– the principle of integration or convergence which makes the task of pooling resources from a variety of sources and integrating them imaginatively and skillfully for achieving the desired results in a scenario where resources are scarce and there are too many competing claims on these scarce resources was also imbibed, assimilated and translated to action;

– while voluntarism is important and there should be no craving for loaves and fishes of office or for awards and rewards, it is equally important to accord public recognition to those who have been working unremittingly for a good cause like promotion of adult literacy, having completely dedicated themselves to the same; total literacy declaration ceremonies provided the much cherished fora for this purpose;

–making Total Literacy Campaign (TLC) not a loose but highly structured and coordinated effort backed by demand generation, voluntarism, a touch of humility, a spirit of self-abnegation and at the same time fortified by an institutional mechanism for honest and credible reporting, intensive monitoring, supervision, coordination, eternal vigilance and professional evaluation of the content, process and impact thereof.

–Always remaining in the background and maintaining a low profile but keeping a close and constant watch, if not control over the happenings on the ground, ensuring (a) all that is happening is being honestly reported (b) gaps, omissions and deficiencies get corrected through a two way communication process (upwards from village, GP, Block, Sub-division, district, State and national level and downwards) (c) not allowing a single lapse to go unnoticed (d) not allowing the experiment to fail in any manner what so ever and (e) personally remaining wide awake while everybody goes to sleep and not allowing creature comforts to overtake me and to accomplish the one and only one mission of making 30 million unlettered persons functionally literate by 1990 and an additional 50 million by 1995 as mandated for me by Government in the National Literacy Mission (NLM) document approved by the Union Cabinet in August 1987.

During your tenure as the Director General of National Literacy Mission, you might have visited several adult education organizations in the country. Could you recollect some of the organizations and their work and unique contributions?

The organizations individuals /visited by me as DG NLMA are:

Directly linked to NLM/TLC (1987-93):

- DAE at the National and State level;
- State Literacy Mission Authorities;
- State Resource Centres;
- Zilla Saksharta Samitis;
- Block Saksharta Samitis;
- Co-ordination Committees constituted by ZSSs at the GP, Block and district level;
- Zilla Parishad, Panchayat Samitis and Gram Panchayats;
- Shramik Vidyapeeths (now called Jan Shikshan Sansthan) (40);

- Departments of Adult and Continuing Education in Universities (102) and affiliated colleges;
- Institutes of Social Science and Research (who were selected to evaluate the content, process and impact of the TLCs launched from time to time at the GP, Block and District level);
- NGOs and social action groups.

Indirectly linked to NLM/TLC (1987-93):

- Central Institute of Indian Languages, Mysore;
- National Council of Educational Research and Training;
- National Institute for Educational Planning and Administration (NIEPA) now re-designated as NEUPA or National University of Educational Planning and Administration;
- State Councils of Educational Research and Training (SCERT);
- District Institutes of Educational Research and Training (DIET);
- District Resource Units;
- Units of Mahila Samakshya at the district level (10) in UP and Gujarat.

The organizations, their work and unique contribution recollected by me now are many but in a capsule form are:

1. Kerala Shastra Sahitya Parishad (KSSP). Dr. M.P. Paramswaran, Shri K. K. Krishna Kumar, late Prof. K. M. Narayan Menon and late Prof. E. K. Narayanan provided the first impulse and later impetus to TLC.
2. Bharat Gyan Vigyan Samiti (BGVS) and with Dr. Malcolm. S. Adishesiah, late Shri Vinod Raina and many others who were the torch bearers of NLM/TLC.
3. Dr. T. Sundar Raman and Sudha Sundar Raman – TLC, Puducherry.
4. 'Lead kindly light' conceived and successfully executed by late K. R. Rajan – TLC, Ernakulum which provided an impetus to the remaining districts to go in for similar TLC experiment.
5. Smt. Rajni Kumar, an Irish lady, a distinguished teacher and educationist and President, Springdales Education Society spearheading a move to mobilize, sensitize and involve physically and emotionally teachers and students of over 78 public schools of Delhi to implement programmes of functional literacy to the slum dwellers and other unlettered persons living in the slums of Delhi in a spirit of total voluntarism, dedication and commitment.

6. Nalini Singh Associates which made 'Why Kedari Cried – does anyone care' a deeply moving film on TLC, Bijapur – both a path finder and path breaker in powerful audio-visual means of social communication.
7. 'Angootha Chaap' a deeply moving film by Sai Paranjpye.
8. Anita Agnihotri – TLC, Sundargarh (Odisha).
9. Asit Tripathi – TLC, Rourkela (Odisha).
10. Manavendra Roy – TLC, Midnapore (West Bengal).
11. Asim Burman – TLC, Burdwan (West Bengal).
12. K. Raju and Dr. Vijayakumar – TLC, Nellore (Andhra Pradesh).
13. M. Nagarjun, I. V. Subba Rao and A. Subramaniam – TLC, Chittoor (Andhra Pradesh).
14. Prof. B.H. Krishnamoorthy– Central University, Hyderabad (Andhra Pradesh).
15. A.K. Parida – TLC, Cuddapah (Andhra Pradesh).
16. S.P. Singh – TLC, Srikakulam (Andhra Pradesh).
17. Vinay Kumar and Somesh Kumar – TLC, Nizamabad (Andhra Pradesh).
18. Late Jagadananda Panda – TLC, Ganjam (Odisha)
19. A.K. Panda – TLC, Keonjhar (Odisha).
20. Anil Kumar Sinha and Prof. Chakraborty – TLC, Muzaffarpur (Bihar)
21. Ajay Kumar – TLC, Madhepura (Bihar).
22. Vijay Shankar Pande – TLC, Fatehpur (UP).
23. Sanjay Gupta – TLC, Bhavnagar (Gujarat).
24. Sanjay Prasad and Sangeeta Prasad – TLC, Gandhinagar (Gujarat).
25. Vijay Kumar, R.P. Singh, Rajesh Khuller, late Dr. E.K. Narayananand Dr. Suresh Sharma from BGVS – TLC, Panipat (fourth battle of Panipat) (Haryana).
26. Gulab Singh Sorat, Dr. R. S. Dahiyaand Satya Prakash– TLC, Rohatak (Haryana).
27. Ajay Tyagi – TLC, Sirmour (Himachal Pradesh).
28. TM Vijaya Bhaskar and Vidya Shankar – TLC, Bijapur (Karnataka).
29. J. D. Seelam – TLC, Mandya (Karnataka).
30. H. BhaskarandEthiraj – TLC, Tumkur (Karnataka).
31. Vivek Dhand and Dr. D. S. Sharma – TLC, Drug (Chhattisgarh now, undivided MP then).
32. Harsh Mandher – TLC, Raigad (Chhattisgarh now, undivided MP then).
33. Sunil Soniand Sanjivani Kutti – TLC, Sindhudurg (Maharashtra)
34. O. P. Saini – TLC, Dongarpur (Rajasthan)

35. Sheila Rani Chunkath, Prof. Venkatesh Athreya and Prof. Madaswamy, BGVS – TLC, Pudukottai (Tamil Nadu).
36. Qudsia Gandhi – TLC, Pasumpan Muthuramalingam Thevar (PMT) now Sivagangai (Tamil Nadu).
37. T.P. Sridhar and S. Gnanadesikan – TLC, Kamarajar (Tamil Nadu).
38. R. Velu – TLC, Thirunelveli (Tamil Nadu).
39. S. Ramasundaram – TLC, North Arcot Ambedkar (Vellore) (Tamil Nadu).
40. M. Madan Gopal and K. Ratnaprabha – TLC, Raichur (Karnataka).
41. Dr. D. Barakataki and Prof. Tapas Sharma, Assam.
42. Dr. Santosh Choubey – Bhopal (MP).
43. Dr. Madan Mohan Pradhan, Dr. Aurvind Behera and Sudhir Patnaik – Odisha.
44. Dr. Kashinath Chatterjee – Ranchi (now Jharkhand).
45. Dr. Naresh Sharma – Nawada (Bihar).
46. Prof. Vijyanand Yadav – Saharsa (Bihar).
47. Dr. Kuldeep Singh Tanwar – Himachal Pradesh.
48. Dr. Dayanand – Jind (Haryana).
49. Dr. Pyarelal Garg – Punjab.
50. Dr. M. Joshi – Rajasthan.
51. Dr. Braj Gopal Mazumdar – Tripura.
52. Ajit Abhayankar – Maharashtra.
53. R. S. Vajpayee – Uttar Pradesh.
54. B. K. Srivastava – Uttar Pradesh.

Unique contributions made by some of these individuals / institutions.

- Getting the eyesight of over 100,000 learners examined and providing spectacles to 62,750 learners with deficient vision in TLC, Ernakulum captioned 'Lead kindly light' so that they can see, read and write with understanding and be functionally literate;
- Introducing Paulo Freire's conscientisation oriented methodology in TLC Ernakulum;
- Campaign for total literacy (Ernakulum) becoming campaigns for 100 PC immunization with the aim of 'Health for all' benefitting 43,200 children and 27,000 expectant mothers with support of UNICEF;
- Yogins of Nizamabad and Devdasis of Karnataka taking a pledge that they will never allow their daughters to be yogins and devdasis again;

- TLC giving birth to anti-arrack agitation in Andhra Pradesh; the fall out of that agitation was so pronounced and powerful that it forced the govt. of the day to go in for total prohibition w.e.f 02.10.92;
- Women confined to the threshold of the household coming out to the open on account of their participation in the literacy campaign; they learnt Karate in Sivagangai for self-defence and cycling in Pudukottai for better mobility and visibility;
- Literacy being woven around economic activities like quarrying, gem cutting, gem polishing in Pudukottai; chain of middlemen from outside – the principal engine of exploitation getting eliminated and being replaced by a cooperative society of quarry workers and workers becoming supervisors, managers and eventual owners.
- Sheila Rani Chunkath, Collector, Pudukottai conceiving 'Pudu Pongal' as an occasion for promoting unity and solidarity among volunteer instructors and learners, cooking food and sharing the same on 14th Jan, the day (Makar Sankranti) when Pongal is celebrated all over South India.
- Mothers in large number in Midnapore and Burdwan districts of West Bengal carrying children in their arms and marching to the office of the Sabhadhipati of Zilla Parishad to demand education as a matter of fundamental human right for children in 6-14 age group (long before RTE Act, 2009 came on the statue book);
- Campaigns for total literacy providing a weapon against fads, taboos, obscurantist ideas and practices (like witchcraft, animal slaughter and human sacrifice);
- TLC, Midnapore demonstrating how a person who was afflicted with leprosy and who was almost ostracized by the members of the village community could be brought back to the main stream of the village due to his total devotion to literacy work as a volunteer instructor.
- There were instances where learners already literate in one language which is different from the State standard language came to attend literacy classes where instructional lessons were being imparted in the State standard language; (they did so as they thought, felt and believed that it is important to be literate in the State standard language so that they can imbibe and assimilate the ethos and culture of the native State where they are born, where they have lived and grown since their childhood, whose air they have breathed and water they have drunk). This is how TLC promoted linguistic integration;

– It was indeed refreshing to see people belonging to the multiple strata of society such as small and marginal formers, landless agricultural labourers, share croppers, rural artisans, beedi workers, leather workers, salt workers, fisher women and men, milkmaids, scavengers, head-load carriers, hand cart drivers, loaders and unloaders, tribal collectors of minor agricultural and forest produce thinking, learning and working together, sharing common concerns while sharing the excitement and joy of learning.

During your tenure as the Director General of National Literacy Mission, did you face any challenges? If so, what were those challenges and how did you overcome them?

I am deeply personally committed to the idea of individual and collective empowerment of people through access to, acquisition, retention and application of functional literacy and numeracy skills but I must confess candidly that I am not a professional adult educator or and ragogist. When I was selected and appointed to head the National Literacy Mission, the expectations of authorities who selected me were high. This was quite normal and natural but my limitations were also many and I was acutely conscious of them. To start with, I came to Delhi from Bhubaneswar (where I was Principal Secretary to Governor, Odisha) after surrendering my official accommodation in Raj Bhawan. I had to wait for more than six months (August 1987 to February 1988) to get even a very tiny government accommodation from the central pool maintained by Directorate of Estates, Ministry of Urban Development. I had to park in Odisha Bhawan with my wife and daughter in a small room of 12' X 10' for those six month with an enormous work load, heavy responsibility and bereft of the minimal frugal comfort and convenience and with any time for food, sleep and rest. Secondly, in addition to AE, I was JS in charge of Indian languages (22) and Sanskrit and there were as many as 12 institutions (excluding eight Sanskrit Vidyapeeths) scattered across the length and breadth of the country (Delhi, Agra, Mysore, Hyderabad, Tirupati, Pune etc) whose work I was required to oversee in addition to being the CEO, NLMA. At the end of the day which is devoted mostly to meetings with Minister, Education Secretary, Cabinet Secretary, Chief Secretaries, Parliamentary Committees and conferences, I used to carry trunk load of files to Odisha Bhawan and used to burn midnight oil to dispose off all pending matters. I could not afford to dilute the content and quality of work related to NLM which was my substantive or principal assignment / responsibility while at the same time I could not afford to neglect

the work related to Indian languages and Sanskrit which was onerous. Time management was extremely difficult. Thirdly, I was required to report to multiple centres of power and authority (Shri. P.V. Narasimha Rao, Smt. Krishna Sahi, Shri. L.P. Shahi, Shri Sam Pitroda, Shri. Anil Bordia, Shri. Kirit Joshi) and being subjected to multiple competing claims and pressures from multiple authorities has its own occupational risks and hazards. No one can satisfy the expectations of multiple authorities in one go. Fourthly, after I joined, I had to confront protracted litigations from instructors / supervisors of Rural Functional Literacy Programme (RFLP), State Adult Education Programme (SAEP) under the National Adult Education Programme (NAEP) and this consumed a lot of my precious time, energy and resources for one full year. But for the deft handling of the case by Shri Arun Jaitley, Advocate (Hon'ble Finance Minister now), these cases would have lingered on much longer, causing a terrible drain on our scarce resources. Fifthly and simultaneous with the litigations (which made time management extremely difficult), we went on experimenting with the idea of technological intervention for eradication of illiteracy. There are 42 regional research laboratories under the administrative control of Council of Scientific and Industrial Research (CSIR) dedicated to scientific and technological research and a committee under the Chairmanship of Dr. Ram Iyengar, Additional Director General, CSIR sought to enlist their involvement and support but regrettably neither a good quality black board nor a good quality petromax light / lantern nor a good quality chalk/slate/duster could be designed by them even after protracted efforts. A lot of time, energy and resources were consumed before we could settle down to the idea of TLC. Sixthly, initially when we started with TLC, Ernakulum, the overall climate or milieu was surcharged with a lot of cynicism and skepticism against literacy and AE in general and TLC in particular. 'Are they necessary? Are they not dispensable? Can they not wait? Will it not be worth-while to divert the resources meant for literacy and AE in favour of Universal Primary Education (UPE) and Universal Elementary Education (UEE)? These were some of the typical specimens of a highly cynical, skeptical and prejudiced attitude towards literacy and AE. Seventhly, while there was abundance of political will, commitment a determination at the national level towards eradication of adult illiteracy, the same cannot be said to be true of the States governed by political parties with different political complexions. One State which myself and Dr. M.P. Parameswaran visited and where we called on the CM to enlist his personal commitment to TLC, the reaction was rather unexpected: 'why not go in for mid-day meals in the primary and elementary streams on a massive scale instead of going in for TLC as mid-day-meals will be the best

motivation for children's enrolment and retention in UPE and UEE?'. The close correlation between UPE, UEE and AE was seldom perceived and internalized. It was seldom recognized that they supplement, complement and reinforce each other; that one is incomplete without the other.

For me, I single handed had to grapple with all these mindsets and challenges. I proceeded with a lot of patience and resilience and was not prepared to give up even in the face of worst mindsets of all the adversaries of the programme/ mission / campaign around me. I do not remember between August 19, 1987 when I joined as Joint Educational Advisor and November 18, 1992 when I formally relinquished my charge a single day when I had either time for food, sleep or rest for self or any time to be spent with my wife and children. The remarks of the people around for the slightest delay were too stinging to the quick to be forgotten. Most of the people around forgot that acquisition of literacy is a matter closely linked to human mind which was not the same as injecting polio vaccine into the human body; the two processes do not produce the same result within the same duration.

According to Jean Paul Sartre, the existentialist philosopher, there are three mental phenomena such as cognitive, affective and volitional. These are affected by motive, desire, purpose, deliberation and decision which are bound to be different with different sets of people with differently endowed human minds (some positive and pro-active, some not so positive) whereas in case of human body absorption or assimilation of something external (like Polio vaccine) is comparatively easier.

To make matters worse, before the TLCs had taken off fully or their gains had fully consolidated, MHRD got a committee (Arun Ghosh Committee) appointed to critically go into the entire issue of TLC in April 1993. It was an attempt to demolish in one stroke all the good things which had taken place during previous 5 years of hard, grueling and unremitting work day and night. That was the last stroke on the camel's back. It also went against the basic premise on which every social action programme should rest i.e. 'Allow sufficient time for a programme to take off and consolidate its gains and do not tinker too much every now and then with the same which will amount to witch hunting & be counterproductive'. The Ghosh Committee took 18 months to submit its final report which contained observations many of which were factually inaccurate and did not serve any worthwhile purpose.

You have had a distinguished career in civil service. Did you face any political interference in your work or get special support from them?

I have been a humble servant of humanity all throughout. I have tried to contribute my very best – body, mind and soul to produce the best possible and conceivable results in as short a time as possible in the teeth of formidable impediments all around. Once I was mandated with a particular task or assignment, I have tried to mobilize all the resources of my body and mind within and resources - human, material and financial outside to carry the task or assignment to a logical conclusion. Political will and commitment are no doubt important and essential aid to accomplishment of mission like NLM but political support or lack of it has never really bothered me; I have all along tried to be on my own, as autonomous and as much propelled and driven by the spirit within as it could be.

What was your experience of working with senior colleagues like Anil Bordia, Sam Pitroda and Ministers like Narasimha Rao, Arjun Singh and others?

They were towers of support, encouragement, inspiration and motivation all throughout. Their support was invaluable. In particular, the manner in which Mr. Pitroda used to organize the visits to the State capitals along with the five mission directors, have an interface with the CM, Members of the Council of the Ministers, Chief Secretary, Secretary & Head of the Department and the effective communication which he was able to establish provided a tremendous impetus to the work of all the five missions. He was ably assisted in this task by Shri Jairam Ramesh, his special assistant who later became MOS Energy & Cabinet Minister, Rural Development, GOI.

What was your role in strengthening or setting up institutions like the National Institute of Adult Education (NIAE), State Resource Centres (SRCs) and Jan Shikshan Sansthan (JSSs)? and Can you throw some light on the functioning and closing down the NIAE?

After I joined as DG, NLMA on 19.8.1987, improvement and strengthening the SRCs (15) which provide academic and technical resource support to AE programme occupied a lot of my prioritized attention. The central grant was raised to 100%, the manpower position was reviewed and revised and gaps removed, liberal financial support was provided for construction of office buildings of SRC at a number of places and a lot of impetus was

provided to training and research in addition to material production (for both basic, post literacy and continuing education) in AE through strengthening the resources of SRCs.

NIAE was conceptualized by Anil Bordia Jee, then Secretary, Education. He had visualized it as a national centre of excellence for research and documentation in AE and wanted to carry it to its logical conclusion with deep conviction, sincerity and dedication. My colleagues (Ms. Anita Kaul in particular) located the space in IP Estate, a note for the cabinet for creation of NIAE, an independent and autonomous body under MHRD was prepared and Dr. Anita Dighe was selected to be the first Director of NIAE. Anil jee and self went together to meet the then Expenditure Secretary, Ministry of Finance (Mr. Nayar) to solicit the approval of IFD to the proposal but regretfully he was of the view that since we had the Directorate of Adult Education (DAE) already, having NIAE will be a duplication, little realizing that DAE was only an administrative wing of AE Division of MHRD, had limited manpower and little funds for research for which research as an activity in AE under DAE could not make any head way. In the absence of financial concurrence of IFD, the note for the Cabinet had to be withdrawn; NIAE died an un-natural death and all the efforts collectively made by Anil Bordiajee, my colleagues and self were rendered infructuous.

Between 2003 when I returned from ILO, ROAP, Bangkok till date I have pleaded for revival of NIAE (the last fervent appeal by me to then Minister of State, M/o Human Resource Development – Dr. D. Purandeswari being made in a national seminar on AE held at Bangalore on 24.6.2011) but the plea has gone un-heeded and has remained unanswered.

What was your experience of working with Planning Commission especially with Dr. Chitra Naik?

Dr. Chitra Naik both as Director, Indian Institute of Education, Pune and Member, Education, Planning Commission was a rare combination of scholarship, intellectual acumen, wit and wisdom, empathy and sensitivity. She had complete command over education and adult education in particular as a discipline. She was constantly a source of encouragement, inspiration, motivation and support for me. She was also totally positive, constructive and supportive of all over initiatives and efforts in the direction of TLC. The Advisor and Joint Advisor, Planning Commission in charge of Education – M. R.Kolhatkar and Sailendra Sharma respectively were also very positive and supportive of our initiatives.

What are your impressions about the contribution of NGOs to adult education?

There are NGOs and NGOs. There are good and credible NGOs totally non-political or a-political and genuinely committed to social action. They work and live with the people at the grassroots level. They have the pulse of the people on their fingertips. They are flexible in structure and observe total transparency, probity and rectitude in their day-to-day operations.

Such NGOs are indeed an asset as they supplement and complement governmental initiative, action and outreach without posing as competitors or substitutes of Govt. action.

The examples of a few such good, credible and committed NGOs in the field of literacy and AE and with whom I have worked hand to hand and shoulder to shoulder are:

- Literacy House, Lucknow of which Ms. Wealthy Fisher was the principal driving spirit;
- Bengal Social Service League, Kolkata with late Satyen Maitra as the principal driving spirit;
- Indian Institute of Education, Pune with late J.P. Naik and late Chitra Naik as the principal driving spirits;
- Andhra Mahila Sabha, Hyderabad with late Durgabai Deshmukh, the founder and Principal driving spirit;
- KANFED, Thiruvananthapuram with late P.N.Panickar as the principal driving spirit.
- Assam
- Utkal Navajeevan Mandal, Angul, Odisha with Prof. B.B. Mohanty as the principal driving spirit.
- Deepayatan, Patna, the State Resource Centre for Bihar.
- Tamil Nadu Board of Continuing Education, Chennai with Dr. Malcolm. S. Adiseshiah as the principal driving spirit.
- Karnataka Adult Education Council, Mysore with L. Halemane as the principal driving spirit.
- Banwasi Seva Ashram, Govindpur in Sonbhadra (UP) of which late Prembahi was the principal driving spirit;
- Bharatiya Grameen Mahila Sangh, Indore of which late Krishna Agarwal was the principal driving spirit;

- Bhagavatula Charitable Trust, Yellamanchili in Andhra Pradesh of which Dr. B.V. Parameswara Rao was the principal driving spirit;
- Rajasthan Vidyapeeth, Udaipur of which Prof. B. S. Garg and Bhai Bhagwan were the principal driving spirits;
- Rajasthan Adult Education Association of which Ramesh Bhai Thanvi was the principal driving spirit;
- Bikaner Adult Education Association;
- Urmul Trust, Bikaner of which late Sanjay Chose was the principal driving spirit;
- AGRAGAMEE, Kashipur (Rayagada) in Odisha of which Achyut Das and Vidya Das have been the principal driving spirits;
- VISWAS, Kariar Road (Nuapada) in Odisha of which A. V. Swamy, MP (Rajya Sabha) has been the principal driving spirits;
- SANDHAN of Jaipur of which Sharada Jain is the principal driving spirit;
- 'ASTHA' of Jaipur of which late Om Srivastav and Gini Srivastav (a Canadian lady) were the principal driving spirits;
- Seva Mandir of Udaipur of which late Dadabhai Bordia and Jagat Mehta were the principal driving spirits;
- Vidya Bhawan of Udaipur of which Dr. Mohan Sing Mehta was the driving spirit;
- KATHA of New Delhi of which Geetha Dharmarajan was principal driving spirit.

What has been your experience of involving universities in the activities of NLM?

My experience of working with the following universities/deemed universities in the area of material production, training, documentation and research as also in implementation of TLCs (selectively) during my tenure as DG,NLMA has been very educative, productive and extremely rewarding. They are:

- SNTD University, Mumbai;
- Gujarat Vidyapeeth, Ahmedabad;
- Gandhigram Rural Institute, Gandhigram, Dindigul District;
- Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore;
- Rajasthan Vidyapeeth, Udaipur;

- Departments of Adult and Continuing Education, Jawaharlal Nehru University, New Delhi, Jamia Millia Islamia, New Delhi, Bharathiar University, Coimbatore and *Bharathidasan* University, Tiruchirappalli.

What are your views on strengthening adult education India?

In Julius Caesar, it has been said by Brutus 'There is a tide in the affairs of man'. Alike in the lives of men, there could be a neap tide as also an ebb tide in the affairs of institutions and programmes as well. Some programmes are launched by Govt., some by corporate houses and a few by NGOs with laudable intentions, they reach a crescendo, face reverses and start declining and eventually meet their total eclipse which was never intended.

The same may be partially true about literacy and adult education programme in India. We may commence with Bapu's call in 1937 (in the wake of an honest realization that mass illiteracy was a matter of national sin and shame) to launching of campaigns for literacy in the 6 Provinces (where Indian National Congress had formed Govts. in the wake of 1935 GOI pact). These campaigns were short-lived (due to commencement of second world war in Sept' 39). With launching of five years plans, in 1951-52, AE marked its beginning with a social education programme which was co-terminus with the community development programme. Thereafter, from Farmers' Functional Literacy Project (FFLP) to Functional Literacy for Adult Women (FLAW), from non-formal programmes of education for the youth (NFE) to polyvalent education programme under Shramik Vidyapeeths (40), from the centre and honorarium based RFLP, SAEP under NAEP to TLCs which are volunteer based we have travelled a long way. From the cost effective or rather inexpensive nature of the programme in shape of TLCs (where the per learner cost ranged between Rs. 50 to 80), the budgetary allocations under 'Saakshar Bharat' have gone up to Rs.6000 crores in the eleventh five year plan (2007-2012) and have been scaled down thereafter to Rs.3000 crores for the 12th Plan period (2012-2017). An outlay of Rs.320 crores has been proposed for 2016-17 which is yet to be approved (as it is linked to passage of Finance Appropriation Bill for that year). There are two major anomalies/ deficiencies emanating from this whole exercise. While there was liberal provision of funds during 11th plan, the expenditure was much lower than the provision resulting in slashing of provision for the 12th plan. The second deficiency lies in absence of any correlation between genuine need, budgetary allocation and pace & progress of expenditure. It is doubtful if the budgetary allocation proposed for 2016-17 will be adequate

to sustain the tempo & momentum created so far, not to speak of any scope for reform or innovation,

The DAE at the central level and DAEs at the State level have suffered severe shrinkage in terms of budgetary outlay, manpower and equipments. The SRCs have grown in number (from 15 to 22) as also manpower, finances for material production and training though they continue to be weak in research and documentation. Some of the SRCs like SRC Himachal Pradesh, Shimla have taken up a TLC for Pangi block in a very remote, interior and ordinarily inaccessible pocket. The old scheme of polyvalent education through Shramik Vidyapeeths (40) has been replaced and a new scheme of Jan Shikshan Sansthan has been introduced since Nov, 2004 but in terms of content, quality and impact it cannot be said that the new scheme which otherwise looks impressive in terms of number (271 JSSs have been sanctioned so far) has really succeeded in integrating lifelong learning with skill training for better employability of youth. The gusto, tempo or fervour with which TLCs were conceptualized and executed in early 90s seem to have lost much of their sheen, if not relevance. Due to the complexity involved in the new accounting procedure introduced under Saakshar Bharat, the new incarnation of NLM launched w.e.f. 8.9.2009 thousands of field workers (Preraks and Coordinators) are not receiving their honorarium in time. This has introduced a new element of de-motivation and demoralization on the ground. While funds have been released rather liberally into the process of making video spots and clips with involvement of distinguished lyricists and film celebrities, the impact produced by the same may not be the same as low budget films made in 1990s when Avik Ghosh was the Consultant (Media) in DAE, MHRD, GOI. Many of these low budget films which were made with a lot of imagination, creativity and richness of social appeal have been gathering dust in a dark and lonely corner in the DAE and have not been put to their effective use. The procedure for evaluation of the content, process and impact of TLCs by Institutes of Social Science Research which had been worked out with a lot of selectivity, keeping quality as the uppermost requirement has undergone change for the worse. Evaluations have no doubt been conducted by Institutes of Management but NLMA/Saakshar Bharat did not witness a single evaluation report of standard quality (the like of the reports brought out by Dr. (Prof.) B. H. Krishnamurty of Central University, Hyderabad or Dr. Denzil Saldanha of Tata Institute of Social Sciences (TISS), Mumbai in 1990s). I had the occasion to go through some of the later evaluation study reports as Chief Adviser, NLMA (1.1.2013 to 30.6.2013) and had shared my objective and dispassionate comments

with the then DG, NLMA but I am not aware if the observations and suggestions were acted upon.

Alike in the lives of individuals as in the lives of institutions, implementation of schemes / programmes, there is always scope for correction, improvement and qualitative change but the same will be possible only if (a) we openly and gracefully acknowledge our mistakes (b) we demonstrate the desire and inclination to accept the change and improvement suggested or contemplated and (c) we facilitate of the process of change and improvement without reservations.

Against the above backdrop, some of the strategies which can bring about the much needed change and improvement in literacy and AE programmes currently being undertaken are:

- a Jatha or caravan of teachers, students, women and youth which was an effective mechanism of social mobilization needs to be revived and taken up on an extensive and repetitive scale like Bharat Jan Vigyan Jatha, Bhopal (August 1987) or Bharat Gyan Vigyan Jatha (BGVJ) covering 100,000 villages during 2.10.1990 to 14.11.1990;
- print, electronic and folk mediums of communication need to be harnessed as a powerful conveyer of messages (to be designed with a lot of imagination and richness of social appeal), centering round the gains of functional adult literacy, numeracy and education; they need to be repeated again and again till the climate of cynicism and skepticism have been replaced by a more positive climate conducive to literacy and AE;
- the programme of imparting functional literacy and numeracy need to be linked with skill training programmes for enhancing employability of youth, keeping the call given by Hon'ble PM to go in for digital literacy on a large scale;
- to revive reading habits and sustain readability which is gradually on the decline due to the invasion of electronic media, the Reading Association of India on the pattern of Granthsala movement of Kerala needs to launch a massive programme of having public libraries and continuing education centres (like the Jana Shikshan Nilayams of 90s);
- the SRCs need to bring out a lot more attractive reading materials for neo-literates on history, biography, fiction, humour, adventure, stories, plays, dialogues etc to revive and sustain reading habits of

neo-literates. These materials should be well-visualized and well-illustrated and have richness of social appeal;

– newspapers for neo-literates in all 22 languages listed in the Eighth Schedule of the Constitution should be brought out by SRCs as was being done in 90s;

– IEC materials on health, hygiene, environmental sanitation, nutrition, communicable and non-communicable diseases with a clear focus on dos and don'ts for adult learners etc in both print and non-print medium, of interest and relevance to the lives of neo-literates need to be prepared by SRCs with imagination, creativity and richness of appeal and widely disseminated to all AECs and continuing education centres;

– we need to collect, compile, edit and publish success stories in literacy and AE centering round (a) motivation of the adult learner (b) pace and progress of learning including evaluation of learning outcome (c) individual contribution made by District Magistrates, Chief Secretaries, Zilla Parishads, members of Zilla Saksharta Samitis, Block and GP Saksharta Samitis, university departments of AE and CE, SRCs, Central and State DAEs;

– we need to restore the primacy and centrality of literacy, post literacy, continuing education and AE programme as a whole through the Departments of AE and CE in all the universities. Dr. Madhuri Ben Shah, former Chairperson, University Grants Commission (UGC) had given a powerful lead to this in 1978 and over 102 such Departments were set up then. Over a period of time, they have suffered a major decline. As of now, barely 50 such Departments are functional with a lot of shrinkage of their activities. There are now more than 200 universities in India including deemed universities. There should be a planning in the direction of each university having one such Departments of AE and CE with clearly focused activities;

–DAE, Govt. of India, DAEs at the level of State Governments and many other institutional mechanisms of AE managed by NGOs and autonomous bodies have suffered shrinkage in terms of manpower, equipment and research. We need to take stock of their current status and precise requirement of manpower, training and equipments so that steps may be taken to progressively revive and strengthen them and make them optimally functional;

– unlike UPE and UEE, there is as yet no properly formulated and prescribed curriculum for AE programme. A Committee under Chairpersonship of Prof. Shanta Sinha was constituted in 2009-10

by the GOI but the report submitted by the Committee is yet to be acted upon and the curriculum is not yet in place. Formulation of such a curriculum on the same model as the National Curriculum Framework finalized by a Committee under the very able Chairpersonship of Prof. Yash Pal in 2005 brooks no further delay; – we need to build up a close professional relationship between Central DAE, National Institute of Open Schooling (NIOS), State DAEs, SRCs, Universities Departments of adult and continuing education on a day-to-day functional basis but more particularly in the area of (a) designing equivalency materials (b) evaluation of learning outcome which could be open and transparent, (c) human resource development through orientation and training of all AE functionaries as also their sensitization;

– it is urgent and imperative that a proper tie up is established between lifelong learning, adult literacy, financial literacy skill training, employability and full, freely chosen and productive employment which is the theme of ILO Convention No. 122 of 1964 which India has ratified. Since there is a new Department of Skill Training and Entrepreneurship, MHRD should establish this tie up so that functional literacy and numeracy backed by lifelong learning provides a strong base for skill training, the latter paves the way of better employability and eventually full, freely chosen and productive employment for every adult.

– The National Adult Education Programme (NAEP) (1978-85) spoke of each Ministry / Department of GOI having a component of adult education for successful implementation of its own programmes. While recommending that programmes of adult education should be integrated with the main programmes of other Ministries, the Kothari review Committee (April' 1980) had recommended establishment of National Board of AE which is yet to come into being. In the meanwhile & particularly during 2014-15 and 2015-16, a number of flagship programmes of GOI have been launched. These are (a) Swatch Bharat (b) Beti Bachao Beti Padhao (c) Jan Dhan Yojana (d) Pradhan Mantri Kaushal Vikas Yojana (e) Digital Literacy, (f) Clean energy (Ujjwal), (g) Start-up and Set-up etc. Since adults (both women & men) are the primary beneficiaries of these flagship programmes and they cannot reap the benefits thereof without being functionally literate & numerate, a time has come when adult education should be vitally linked with all these flagship programmes without any doubt or reservation and a national level body should be

setup as recommended by the Kothari Committee to bring about the much needed integration.

Thank you very much Sir, for all the information given and they will be of great use to the scholars in the study of adult and lifelong education.

Thank you Professor for giving me an opportunity to share my experience in the field of adult education and desired views.

Identification and Analysis of Extension Programmes in Gender Mainstreaming of Agricultural Sector

Rameshwari Pandya

Gender mainstreaming has been a UN policy since 1997 when the Secretary General defined and adopted it as a way forward for all UN agencies. Gender mainstreaming is a comprehensive strategy aimed at achieving greater gender equality by integrating a gender perspective into existing programmatic areas, and policies. It states gender mainstreaming as a policy objective is best served by:

“...the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The goal is gender equality” (Council, 1997)

India being an agrarian economy supports a large mass of the population through its agricultural activities which basically include subsistence farming and livestock breeding.

Agricultural development has been a major concern to most developing countries within the last two decades. It represents a cluster of six related but separate concepts; agricultural expansion; increased production per acre of cropped land or per head of livestock; agricultural growth; a situation characterized with agricultural products per agricultural worker, rising income per person employed and agricultural transformation. With the rise in global market, the price of the everyday commodities is increasing and so are the problems of the rural population, due to less or no profit from the agricultural sector. Rural development is the basis of agricultural development. If we have to develop the status of agriculture in our country, it is imperative that we start from the basics itself.

Agriculture assumes importance not for its overall contribution of GDP of the country, but for the fact that almost fifty eight percent of the country's workforces are dependent on agriculture and allied activities. Seventy percent of the population living in rural areas depend on agricultural activity for their livelihood and forty six percent of India's geographical area is under agricultural cultivation.

The stakeholders in agricultural system are the farmers, the government, the traders and the retailers and the customers. The lack of an efficient market system for the product has made the farmer dependent on the local buyer or trader who influences the price discovery process, to the disadvantage of the farmer. For any agricultural supply chain to be very efficient, it needs to build long term relations with the retailers and also with the farmers for the procurement of their produce.

Various strategies are being used to protect the poor from the increase in price shocks. It is therefore necessary to invest in agricultural sector for rural development to increase agricultural output. Women's role is also very crucial to the overall success of efforts directed towards rural development for increased agricultural productivity. They are more involved in agricultural activities than men especially in the Western and Northern parts of the country and provide most labour for a number of agricultural activities. They constitute about 80 percent of the workforce involved in direct crop production. Role of women in agricultural and rural development can definitely not be over-emphasized but it is indeed imperative that we talk of the larger work force of the agricultural sector and hence talk of their development on the whole.

Rural development is the mainstay of agriculture and agricultural development in developing countries, therefore all efforts geared towards agricultural development will be fruitless without it. Women in India generally play an important role in small-scale traditional agricultural production. Rural women have taken over the production and processing of crops and are responsible for as much as 80% of the staple food items. Women farmers are the principal labour force on small holder farms and perform the largest share in land preparation, weeding, and processing of agricultural products.

Over the years, India has been involved in several agricultural programmes which include KrishiVikas Kendra, Green Revolution, Drought Prone Area Programme (DPAP), Lab-to-land programme etc. Most of these

programmes have not had a lasting impact and therefore vanished without achieving most of their objectives.

A research sponsored by the United Nations Development Programme (UNDP) in 1987, revealed that agricultural extension services had not targeted women as important clientele, in spite of the indispensable role played by women in agriculture. The research also revealed that most of the messages from the extension agents emphasized their domestic role with topics on child care and family nutrition. . The widespread assumption that men and not women make key farm management decision is a misconception. This led to the adoption and designing of various plans and programmes that led to inclusion of women's role as active participation in the agricultural sector and efforts for their development and training was taken up as a need to develop the agricultural as well as the rural sectors of the country.

The Integrated Rural Development Programme (IRDP) led to the establishment of Agricultural Development Programmes (ADP) which were implemented in various states of the country ADPs constitute the single largest agency charged with the responsibilities for agricultural extension services in India. This led to the recognition of the dominant role of Indian women in farm production, and the need to modify extension system to address it was initiated by the Government.

Rural development programmes in India is faced with constraints. These constraints serve as impediments to successful agricultural development programmes. Problems limiting rural development programmes include:

- Lack of rural infrastructural development
- Improper interpretation of local situation.
- Effect of conflicts and even threat of potential conflicts.
- Environmental Degradation
- High level of corruption and crime
- Lack of proper coordinated implementation of programmes.
- Lack of community empowerment
- Lack of Control over productive resources by the women.
- Lack of Social or Economic Power by women as against their male counterparts and poor health of women

These problems hinder rural development especially among women in the rural areas in India. It is therefore important to look at the development

planning holistically because development planning often runs the risk of tackling one problem without consideration of the other issues that are closely related and may affect the success or failure of interventions.

Attempts to increase women's incomes or agricultural productivity will succeed if other constraints facing women, such as limited access to credit, labour shortages and lack of seed and other input are also addressed (Olawoye,2010). Rural development efforts should aim at assisting all members of the community including women. This is because, in some communities, certain groups or individuals are marginalized. These individuals include the poor, women, especially widows, or persons from poor households, ethnic minorities, pastoralists, physically challenged and other sick people.

Over the past two decades, issues relating to the recognition of women's role in economic and social development and of equality between men and women have fostered increasing interest among policy makers and development practitioners. Despite a noticeable improvement in gender awareness worldwide, data on women's work and economic contribution have remained far from comprehensive (Odebode 2008). Their economic roles have been undervalued, underestimated and seldom acknowledged for proper articulation in development plans and policy information.

However, with the rapid socio-economic growth, now being experienced all over the world, women are found to be playing significant roles wherever they are found. Within the last two decades, the role of women in the development process has become a major focus of research analysis and policy decision. The situation analysis of sexual inequalities and socio-cultural dynamics has revealed gender disparities in income, health, education, literacy, share of income from labour, economic participation and political voice (Sarr, 1999). Women are thereby often relegated to the status of second-class citizens, depending on the rights of their husbands and other male relatives. They often have limited access to and control of productive resources such as land, technology or financial services (FAO, 2006). According to Olawoye (1988), rural women constitute the "economically active population" but they were largely not considered productive because they usually worked as unpaid family labour. A large majority of the farmers operate at the subsistence, smallholder level, with intensive agriculture being uncommon.

Each organization has its own gender culture (i. e. relationship between male and female). Mainstreaming gender into agriculture is therefore a necessity to bring gender perspective to all aspects of agricultural policies, and activities by building gender capacity and accountability.

Mainstreaming refers to the specific ways of acting that form the standards and common patterns of action in an organization, which result in intentional or circumstantial outcomes, expectations, patterns of behavior and interaction (Rangnekar, 1998). Gender mainstreaming is a technical process requiring the use of various gender tools, including gender analysis, statistics and budgeting or audits, to identify the differential impact on women and men of all policies and programs so that appropriate measures can be developed to achieve gender equality (Barton and Nazombe, 2000).

Gender mainstreaming is the process of assessing the implications for women and men of any planned action including legislation, policies or programmes in all areas and at all levels. It is a strategy for making women and men's concerns and experiences an integral dimension of the design, evaluation of policies and programmes in all political, economic, and societal spheres so that men and women benefit equally. Gender issue therefore involves basic gender relationship which has become a major determinant for different situations.

India is a heterogeneous country with different socio-cultural and agricultural zones, the gender-related responsibilities at the household and community levels are clearly delineated. 'Gender' has become a common development concern in the last two decades (Olawoye et al, 2002). Gender is therefore not just the differentiation between male and female but involves socially constructed roles, responsibilities, constraints and opportunities for people (Olawoye et al, 2002). In addition, gender does not refer to women alone because the activities of women can only be understood fully in relation to the gender division of responsibilities in the household, community or nation.

In Indian culture, the gender roles are transmitted from childhood where gender specific roles are taught to the children and the same grows out to be gender specific which gets promoted through socialisation. This leads to the segregation of the roles of the men and women which makes it obvious that certain occupations are suitable for males and that women should be restricted to gentle behaviour and less technical careers, resulting in women

helping in the farm doing odd and menial jobs like weeding, cattle rearing and carrying out household chores.

Gender Issues in Agriculture

In the past decades, women have been known to play an important role in agricultural activities in the rural areas. Despite their roles in agricultural activities, their contributions were not recognized and so, they were left out in development programs. This has led to decrease in agricultural productivity (Odebode, 2008).

As discussed earlier, women do most of the work in the subsistence agricultural sector and are responsible for fetching water, gathering firewood, transporting harvested produce to the homestead and market and carrying crops to the mill for processing.

Importance of Women Empowerment in Agricultural Sector

With the rapid socio-economic growth, now being experienced, all over the world, women are found to be playing significant roles wherever they are found. Though it is an established fact that the majority of people in developing countries such as India live in rural areas and that over 50 percent of the rural population are women, it is important to examine the contributions of women to agricultural development if self-sustained rural development is to be achieved. Rural women have several roles such as farm management, homemakers and agricultural labourer (Odebode, 2007). Over the past decade, labourers, women's contribution to family income have been well documented (Adekanye, 1985) and official agencies are beginning to recognize women as producers of goods, not just consumers of services. There is a growing realization that development programmes have not only failed to benefit women, but also have hurt them (Adekanye, 1986). The U. N. Decade for women (1976-1985) which legitimized women's status has contributed immensely to the awareness of women's major contributions to their societies.

Different studies by researchers have revealed the true curriculum on rural women's lives and have made some impacts on development policies of governments and donor agencies. As a result, how best to integrate women into the development process has been consistently and systematically questioned by both researchers and practitioners?

Women Empowerment in terms of social development as well as economic development is an indicator of real development of any society. Keeping this in mind, Government of Gujarat came out with 'NARI GAURAV NITI.' Such scheme can be adopted by other states of India. Under this scheme all government policies and programmes related to women i.e. Health, Education, Agriculture are included, thus convergence model is adopted.

All the schemes and policies particularly for women are documented by 'Gender Resource Centre' so that public at large can get to know about them.

The 'Nari Gaurav Niti' has given equal opportunities to both the sexes and thus helped the state to have an all round development. However, more emphasis is laid on females to be self dependent.

Gender Resource centre can compile all the related department schemes and policies and give under publicity so that women from interior tribal area can also get benefit from the government schemes.

Women's roles are vital to the sustenance of their families, communities and society at large. They work on the fields and farms to produce food crops for family consumption and or sale, rear animals, market farm produce in addition to bearing and rearing children and manage large households with little amenities such as basic necessity such as portable water and fuel (Seiders1996). Some work on their husband's farms carrying out varieties of operations while some women are traders of food crops, selling processed and unprocessed forms of agricultural products while few are commercial farm producers involved in cash crop production. In summary, rural women in India are extremely active in agricultural activities, i. e. food processing, food productive marketing and distribution of agricultural produce. They are also involved in child bearing, family health, nutrition, home management and other domestic chores (Odebode, 2008).

Therefore,

- Agricultural extension services and other non-farm and non-agricultural extension work should be directed towards them to enhance their income and improve their standard of living.

- Agricultural extension programmes should target both men and women so as to improve their knowledge and skills and subsequently improve agricultural activities.
- Agricultural extension programmes should also be aware of women's roles and be able to involve women in extension activities.

Importance of gender analysis in extension work

Gender analysis is important in development programmes for many reasons. It helps to do a systematic assessment of males and females often different needs, preferences, activities as well as different access and control over resources by males and females, sexual division of labour and income-generating activities and participation of men and women in development opportunities. (Olawoye, 1985) The importance of gender analysis is summarized below:

1. It provides information recognizing gender and its relationship with race, ethnicity, culture, class, age, disability and other statuses.
2. It helps in planning issues relating to livelihood. This will assist in achieving viable and sustainable livelihood strategies.
3. This can be used in raising awareness of gender issues. This helps to inform policy makers and provide gender training materials. All these will assist in monitoring different impact of policy, project and budget commitment on both male and female.
4. Gender analysis helps to identify the needs of male and female.
5. It helps to identify different problems facing the participation of both male and female.
6. Gender analysis helps to identify various ways in which male and female do or do not benefit from livelihood interventions.
7. It provides reasons for the current division of responsibilities and benefits and their effect on the distribution of rewards and incentives.
8. It helps to provide insights on how gender equality can be prioritized within efforts of sustainable development to ensure maximum efficiency in pursuing development goals.
9. Gender analysis helps to identify the roles and responsibilities of male and female (e. g. productive roles, reproductive roles); seasonal patterns (community participation, community politics), Assets (e. g. human assets, natural assets, social assets, physical assets and financial assets) power and decision making, needs and priorities (e. g. women's and men's needs and priorities).

Recommendations

- Female children should be encouraged to acquire higher education to bring them in to gender mainstreamline for better decision making in agriculture and extension work.
- The non-governmental organizations (NGOs) working in the area should promote gender equality through media campaigns on involving gender in all walks of life to make them equal and active partners in development.
- The financial institutions should be encouraged to extend small loans to women folk at domestic as well as institutional levels.
- Fruits and vegetable preservation and training for women: Excellent development of horticulture can be done through fruits and vegetable preservation. The program can provide opportunities to women for empowerment through self employment. They can join for 7/15 days short term training classes to learn preservation of fruits and vegetables. The training can be provided through permanent and mobile community canning and kitchen garden centres for Urban and Rural women.
- Financial Support to women in Fisheries – Financial assistance can be provided to fishermen for fifty percent unit cost or maximum Rs. 5000/- on purchase of insulated box, lorry and weighing balance required for the sale of fish in retail markets.
- Scheme for providing Animal Husbandry related incentives to female animal owners and female milk cooperative societies –
 - Bulk Milk Cooler – To provide quick cooling to maintain hygiene quality of milk.
 - Milk Adulteration Detection Machine – With this machine, the quality of the raw milk can be checked and the women can get the worth of the milk they get to the cooperative milk centre.
 - Dudhghar - A permanent place called Dudhghar can be set up in the village which can be a permanent place where all the women can set up machineries for better scientific operation for clean and hygienic milk production.
 - Milking Machine – to support the progressive dairy women farmers and make modern touch of advance technology of dairy farming, it is required to assist the various technique like milking machine unit in the rural areas of the country so that the energies of the women farmers can be best utilised for other employment purposes.

- Chaff Cutter – Providing Chaff Cutters to the Farmers would minimise about thirty percent of the feeding expenditure that the farmers have to incur.
- Sakhi Mandal/Mission Mangalam – Sakhi Mandal Scheme is a women oriented scheme which can be implemented in rural as well as urban areas through formation of Self Help Groups for Inclusive Development of the poor women. The objective of the scheme is to link the SHG's in economic activities and to make them economically self reliant. Priority can be given to socially and economically backward class women especially SC's, ST's, widows; differently able upon whom the entire family is dependent.

The objective is to strengthen them through livelihood related activities. The idea is to organise poor women, create awareness among them and provide skill up gradation training that helps them in livelihood generation.

Conclusion

The definition of holistic development includes both economic as well as human development of the stake holders. The achievement of human development is dependent on the development and empowerment. It is evident that since women face disparities in access to resources and control over services, it is therefore important to understand the implication of gender neutral budget provision on women. It is also desirable to have a mechanism to effectively monitor and evaluate the programmatic and financial commitments for women, in the financial allocation by the state for women under various schemes.

Gender mainstreaming and women's empowerment are key developmental strategies for achieving gender equality and a key to the eradication of poverty. Women make up the majority of the poor. To make a sustained impact on reducing poverty, trade strategies must empower women.

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Tagore's Vision on Skill Development in Education and Its Relevance in the Present Indian Context

Sakti Pada Mandal

Rabindranath Tagore (1861-1941) was not only a great poet and a genius writer, but also a social activist and a great philosopher. In his thought we can find the culmination of advanced eastern and western ideologies. The Tagore family of Jorasanko contributed in the awakening of Bengal, as well as India in many ways.

Tagore had come first to experience the reality of the village economy in the eighties of nineteenth century, fragmented by narrow domestic walls of racism, caste-ism and class-antagonism under colonial rule, while looking after the family estate at Shelidah , Potisar , Shazadpur etc of north-eastern part of Bengal. It gave him an ample scope of experimenting in various ways in rural development. Tagore remarked, "It seemed to me a shameful thing that I should spent my days as a zamindar, concerned only with money-making and engrossed in my own profit and loss account". Later on this experiment continued at Santiniketan and Sriniketan. He stated, "reform of education and regeneration of villages are the major tasks of my life." But he thought that the constructive work had to be continued in a silent manner and to be carried on through trial and error without the hope of any immediate reward and at times with the teeth of opposition.

Self-Reliance

The main motivating force behind the experiments of rural reconstruction of Tagore was his eagerness for making the villages as well as our country self-reliant. We all know that he actively took part in the *Swadeshi* movement during 1905-06, following the partition of Bengal. He had led the movement forward with his lectures, writings and patriotic songs. He proposed in his writings and in his presidential address delivered at the Pabna provincial Congress in 1908 that the best way to combat the colonial power would be to establish a self-governing community in the villages. He drew up a set of

down-to-earth norms for the kind of society he had in mind. But his ideas were unheard and even criticised in a section of the press as utopian. Tagore remained undaunted and continued his experiments throughout his life at Shelidah-Potisar and later on at Santiniketan-Visva Bharati-Sriniketan.

Potisar offered him a congenial ground for his experiment, having nearly 50,000 acres of land and 60 to 70 thousand of people in 125 villages. He developed a democratic net work, known as "Hitaishi Sabha" for efficient management of the development activities. In a letter written to Lady Abala Bose from Potisar in 1908, Tagore said, "Arrangement has been made so that the villagers should be able to undertake welfare measures themselves by repairing roads, removing the dearth of water, settling their disputes by arbitration, establishing schools, clearing jungles, providing against famines by setting up Dharma-gola (grain banks) etc., and in every way to contribute their own share in the welfare of the village to which they belong". Experiments on improved agriculture, fishery, animal rearing, small and cottage industries were initiated with remarkable success. Cooperatives were formed and even farmers' bank was established in which Tagore, later on contributed his entire money received from the Noble prize.

It was in the core of heart of Tagore that self reliance can never be achieved without mass education. As such, inspired by him, the Hitaishi Sabha from the very beginning gave priority to providing education of the children as well as of the adults. Pathshalas grew in number and within a few years every village could boast of one. Almost in each village Adult Education Centre was opened and continued with enthusiasm. At Potisar one high school was also established along with number of libraries in different villages. Later on at the surroundings of Sriniketan Tagore initiated cluster of mobile libraries.

Dignity of Labour

There was an age-old custom among the Brahmins of Bengal not to be engaged in ploughing. Manual labour remained by the upper classes as function of the so called lower classes. Tagore condemned this and upheld the dignity of labour through his writings and village reconstruction activities at Selidah -Potsar-Sajatpur, and later on at Sriniketan.

We all know that the colonial rulers developed a so called "babu" (gentleman) section in our country, which were parasites, dependent on

other's labour. But they themselves refrained from any productive labour and hated the labour class. Vidyasagar, the pioneer of mass education, was a burning protest against this section. Acharya Prafulla Chandra raised loud voice against them. Later on Gurusady Dutta, the founder of Bratachari Society wrote:

“Lago kaje komar bendhe, khule dakho jnaner chokh
Kodal hate khate jara, tarai aasal bhdralok”.

[Be engaged in work with sincerity. You must realise that those who are engaged in hard labour with spades are the real gentlemen.]

Tagore was always in favour of raising high the dignity of labour throughout his life, through his writings and deeds. At Sriniketan he made the initiation of ploughing (Hala-karshan) as a festival at the outset of rainy season. He established various traditional and also un-common vocational courses there like pottery; batik printing, cotton and jute work with ornamental paintings etc.

Skill Development

According to Tagore, “Knowledge has two departments, one is pure knowledge and the other is utilitarian knowledge.” About the necessary skills for bread-earning he said, “From the very beginning such education should be imparted to them, that they must know well what mass welfare means and may become practically efficient in all respects for earning their livelihood”. He further stressed that, “True education consists in knowing the use of any useful material that has been collected, to know its real nature and to build along with life a real shelter of life.”

Tagore paid due importance on specialisation of education. But according to him, this should be done based on the basic knowledge and human values .He was against too much compartmentalisation, which may make a man confined within narrow walls. He introduced competition at Sriniketan within the base of cooperation.

Introducing New Technology

Tagore was always eager to introduce new technology in enrichment of production and livelihood. He was always eager for intelligent application of

scientific technique in enhancing development of Indian agriculture, small scale industries and in all other fields of production. In one letter during 1908 he addressed to his team members of Potisar, "please encourage them to grow in their homestead land, on the boundaries of the fields and wherever possible, pineapple, banana, date-palm and other fruit trees. Good and strong fibres can be obtained from the leaves of pineapples. The fruit is also easily marketable. Tapioca can be grown as hedges and the tenants should be taught how to extract food materials from its roots. It would be profitable if they could be induced to cultivate potatoes. Try again to sow the seeds of the American maize which have been kept in the office". Motor tractors were introduced at Potsar and Sriniketan. Better methods of cultivation were continuously attempted. Rathidranath, son of Rabindranath and the first Vice Chancellor of the government-administered Visva-Bharati wrote:

"uplift of the villages cannot be achieved without improving the unscientific methods of agriculture. This thought must have led him to send me and my friend Santosh Majumdar (in 1906) and afterwards my brother-in-law Nagen Ganguli, to the U.S.A. to study agriculture".

Tagore was not confined only with agriculture. He noticed that the actual tillers of the soil were kept busy with agricultural operations for a few months only. So he tried to introduce improved handicrafts during their leisure time. Weaving, pottery and many other productions were initiated at Potisar, Shelidah and Sriniketan. He was relentless in encouraging the villagers to be self-reliant and developing among them the sense of self respect.

Humanity-the Central Point

Tagore said, the fundamental purpose of education is not merely to enrich ourselves through the fullness of knowledge, but also to establish the bond of love and friendship between man and man". He further said, "The highest education is that which does not merely give us information, but makes our life in harmony with all existence". He never wanted that Santiniketan would grow as a cultural oasis in the midst of decaying humanity.

In his philosophy of life, he had expressed his views against selfish desire for personal liberation (moksha). Instead, he wanted to live with sorrows and sufferings, joys and happiness with the common human beings. He wrote in a famous poem-

'Bairagya sadhane mukti? se aamar nay
Ananta bandhan majhe mahanandamoi loviba muktir shad.'

According to Gandhi Ji all-round development of a human being means his/her development of three H's, i.e., development of head, heart and hand. Tagore possessed almost similar views in this regard. In a number of writings and speech he emphasized that every person has to be equipped with basic knowledge, values, common life skills and specialized earning skills based on these. He remarked with caution that human being must not be only an instrument of production, devoid of basic human qualities. As such he dedicated his whole life for literacy for all, basic social awareness of all and health awareness for all. He emphatically stressed on social commitment for every human being, particularly towards Indian villages, as stated in the following writing: "The soil in which we are born is the soil of our villages, that is our mother earth, at whose lap the whole country receives its nourishment day after day. Our educational elite, abstracted from this primal basis, wonder about in the high heaven of ideas like aimless clouds far removed from this our home. If this cloud does not dissolve in a shower of loving service, man's relation with mother earth will never become truly meaningful. "

In Tagore's concept of community development, there is a unique element of joy and happiness. To him joy is an end in itself and also a means to an end. It lightens our burden. Each of us gives our best when there is joy within.

Process of Education

Tagore was an ardent advocate of friendly and participatory process of education within natural surroundings. The teacher or the trainer must not dictate from the above. He or she should be a part of the learning or working team, easy to approach, without any vanity or without keeping any distance from them. The medium instruction should be mother tongue. The subject matter should be relevant to life.

According to him only theoretical knowledge is partial and incomplete. It has to be communicated and shared. Theoretical knowledge becomes complete when learning is bought down from the realm of abstraction to the world of concrete experience.

He emphasised on extension of education through folk form. He wrote, "knowledge associated with joy and satisfaction increases our power of learning, consequently our power of reception."

His experiment on the process of education with complete conformity with the on-going life was successful with necessary modifications at Potisar, shelidah and Shazadpur. He continued to materialise his visions into practice at Santiniketan, Visva-Bharati and Sriniketan. Santiniketan was started on a very small scale on 22nd December 1901, as Brahmacharyasram, aimed at all round development of the students. It was made as the students' own world, where they themselves managed everything and in this process they developed themselves. Visva Bharati was developed as a centre of combination of Indian culture, eastern culture and international culture. Tagore visualised that here the students would imbibe cultural heritage and should be able to use it in the interaction with the environment and should be able to serve the country. Sriniketan was developed as skill training centre, workshops of improved trades and demonstration field.

Debate with Gandhi Ji

Tagore and Gandhi Ji had deep respect for each other. They have exchanged their opinions on different occasions. Both of them were concerned with the independence of the country and its reconstruction afterwards. They agreed to differ in certain points, such as efficacy of only peaceful non-cooperation, cottage versus big industry, giving up foreign-made products, leaving educational institutions for the sake of *Swaraj*, the cult of *charkha* etc. Tagore tried to analyse everything on the basis of reasoning and ground reality. When Gandhi Ji described the earthquake of Bihar in 1930's as a consequence of sin, Tagore protested it in a letter written to Gandhi Ji on 28th January 1934, in the following way: "The press reports that you in a speech referring to the recent earthquake in Bihar spoke as follows, 'I want you to be superstitious enough(sic) to believe with me that the earthquake is a divine chastisement for the great sin we have committed against those whom we describe as Harijans'.

I find it difficult to believe it. But if this is your real view on the matter, I do not think it should go unchallenged". He further stated that earthquake can be analysed only through cosmic phenomena, irrespective of ethical principles of the human beings.

In the September 1925 issue of 'Modern Review' Tagore raised some questions about *Charkha* cult and *Swaraj* in the following manner: " We must have a clear idea of the vast thing that the welfare of our country means. To confine our ideas of it to the outsides, or to make it too narrow, diminishes our own power of achievement. The lower the claim made on our mind, the greater the resulting depression of its vitality, the more languid does it become. To give the *charkha* the first place in our striving for the country's welfare is only a way to make our insulted intelligence recoil in despairing inaction. A great and vivid picture of the country's well-being in its universal aspect, held before our eyes can alone enable our countrymen to apply the best of head, and heart to carve out the way along which their varied activities may progress towards that end."

Relevance

More than six decades have passed since independence of our country. Dignity of labour is up- healed in our constitution irrespective of caste, creed, religion and sex. Yong generation is availing the scope of modern technology for betterment of their livelihood. But instead of equity, a picture of growing discrimination and self-centeredness is coming up from different corners. Here we may take lessons from Tagore's thought in reshaping the education policies in our country.

Prof. Amartya Sen concluded in "Development : which way now" , after his observations for twenty years (1960-1980) that human beings cannot live only with their fulfilment of primary needs like food, clothing, shelter, nutrition, education etc. They always strive for fulfilment and expression of their working ability, intelligence and creativity. He observed that majority of the Indians are increasingly being denied of their fulfilment of inner potentiality since 70's. Still adult illiteracy is wide spread. There are lots of superstitions, dogmatism, irrational customs in our society. These are hindering the empowerment of our country in a full scale. Here again we may get light from the thoughts of Tagore.

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Identification of Problems and Challenges of Secondary School Counsellors

*Ashok Kumar
V K Dixit*

Introduction

Adolescent is the age known to be coupled with problems. It thus requires a seasoned and professional counselor to attend to them, which if unattended to, will lead to dilemma in the life. Furthermore, school counseling attends to learners' educational, vocational, emotional, social and personal development. Counseling helps adolescent to learn and understand their strengths and weakness to achieve their optimum potentialities with respect to their emotional, moral, social, academic and vocational developments. It also helps adolescents living in complex and dynamic society to resolve their physical, emotional, social and academic difficulties.

The world is ever changing socially, politically and economically. At times these changes impact negatively on learners in many ways, which in turn present challenges to educational vocational guidance & counsellors (EVGCs). Most of the challenges are context bound. The challenges are embedded in the culture of a EVGCs and/or community. Thus in order to understand the challenges facing school counsellors, there is a need to consider the context in which school EVGCs offer their counselling services.

Guidance and counseling is a process of helping individuals to understand themselves by discovering their needs, interests and capabilities in order to formulate their own goals and make plans for realizing those goals. An assessment of the challenges confronting guidance and counseling teachers in the provision of quality guidance and counseling services is of paramount importance.

Tambawal (2007) stated that counseling is concerned with the feelings, attitudes and emotional dispositions of an individual about himself and situations facing him.

Of the various experiences they encounter in their life, they deal with the negative experiences with solutions from family, friends and social leaders; but these solutions not coming from professionals may be insufficient. These solutions do not yield results making them upset and hesitant to share their concerns. Counseling from professionals to deal with their concerns leads to a harmonious life and successful professional career. The mission of the American Counseling Association is “to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity” (**ACA, 2003**).

Kiragu’s (2002) recommendation, most school counselors’ offices do not have the basic guidance and counseling facilities such as reference books, guidance and counseling manual and career resource materials.

Kochhar (2000) believes that guidance is necessary to help pupils with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits, and defective methods of learning and poor motivation. While **Edwin Lewis (1970)** expresses the thought that counseling is a process by which a troubled person (client) is helped to tell and behave in a more personally satisfying manner through interaction with an uninvolved person (counselor) who provides information and reactions which stimulate the client to develop behaviour which enable him to deal more effectively with himself and his environment.

Whiston and Sexton (1998) conducted a review of school counseling outcome research published between 1988 and 1995 and found that counseling services have positive influence on learners.

British association of counseling (1984) defines the term ‘counseling’ as that which includes work with individuals and with relationships; that may be developmental, crisis support, psychotherapeutic, guiding or problem-solving. The task of counseling is to give the ‘client’ an opportunity to explore, discover and clarify ways of living more satisfyingly and resourcefully.

Why counseling?

Scholars strongly endorse counseling in the current competitive environment wherein the adolescent face enormous problems and lose

direction due to lack of skills in dealing with these problems. Atwater (1988) emphasized that adolescent life is marked by emotional development: mood swings, enthusiasm, tenderness, cruelty, curiosity and apathy. At this stage the adolescents are not mature enough to deal critically with the baffling situation to avoid conflicts and tension. The pupils must know their capabilities and potentialities, especially in areas that are crucial for the realization of objectives in life. Moreover Ndaba (1978) also stressed on the ultimate objective of guidance and counseling is to help the unique child to become what they are capable of. Whiston and Sexton (1998) conducted a review of school counseling outcome research published between 1988 and 1995 and found that counseling services have a positive influence on learners.

Summing it up, all students require counseling in order to develop their academic, social and personal competencies. Effective counselling enables them to deal with psychological problems they may experience and make rational decisions to cope with the academic, social and personal challenges.

Number of Educational and Vocational Guidance & Counsellors (EVGCs) in Schools in Delhi

The adolescents in the 1011 schools in Delhi do not receive counselling services due to the huge mismatch in the number of available EVGCs which is only 60 to that of the number of schools. It is even more concerning as the students in these schools belong to the crisis laden adolescent group. As such services of counselling in schools of Delhi are not up to the mark.

Scenario of Counseling: Literature Review Nyamwange .B.Callen,nyakan and Ondima (2012)

Based on the findings of this study which have been discussed in the foregoing sections, the following conclusions have been drawn:

- There are insufficient guidance and counseling resources in secondary schools in Nyamira County.
- Most guidance and counseling teachers are not adequately trained on guidance and counseling.
- The attitude of students and head teachers towards guidance and counseling is negative.

- The support given to guidance and counseling departments in secondary schools is not sufficient.
- Guidance and counseling teachers are not sufficiently relieved from their teaching duties to have adequate time to devote to guidance and counseling.
- These challenges: Inadequate guidance and counseling resources; negative attitude towards guidance and counseling from students and head teachers; lack of adequate support from stakeholders to guidance and counseling programmes; insufficient training of teacher counselors on guidance and counseling; and overburdening of teacher counselors with heavy teaching work load have sufficiently influenced the quality of guidance and counseling services in secondary schools in Nyamira District.

Ramakrishna and Jalajakumari (2013) in their study ‘Significance of imparting guidance and counseling program for adolescent students’, articulated that Guidance should be a preventative activity while counseling fulfils a primarily curative function. They further suggested that:

- i. Guidance should be conceptualized in a broader and more comprehensive and holistic view, incorporating vocational and other aspects of development.
- ii. Provision of a systemic approach which analyzes issues within a broader social system.
- iii. Guidance and counseling should be an integral part of the education process and that more time and status should be allocated.

Similarly Nyamwange and Nyakan (2012) in their research at Nyamira county found that not only is there is a severe lack of resources in schools but also a serious lack of positive attitude for Guidance and counseling services amongst students and teachers. Most guidance and counseling teachers are not adequately trained on guidance and counselling. The counselors not only face lack of support from the system they are overburdened with teaching duties that adversely affect the Guidance and counseling services.

Dr. G.Padmaja (2002) in an article “The role of counselling in student’s development” concluded that the counselling is needed in the present educational setup for a total and future oriental development of students and it is necessary in educational Institutions. Counselling stands out distinctly

apart from related fields like advice and guidance. The article highlights the role of a teacher as a counsellor and the necessity for the same.

Sudhina Sinha (2006) in an article "Counselling with an adolescent: A case study" concluded the adolescent's academic, personal and social problems can be managed easily through counselling in schools. Counselling can help the students in managing and regulating all deviant behaviours.

Too a great extent Ngumi (2003) agrees with Nyamwange and Nyakan, that the provision of guidance and counselling in secondary schools is riddled with a number of problems which are attitudinal, structural, human and cultural. These include failure to engage in a careful diagnosis of the organizational problems that guidance and counselling were designed to solve. There is also a lack of trained school counselors in institutions of learning and lack of time and facilities and reference materials for use by counsellors. It was against this background that this study purposed to undertake an analysis of the challenges facing the provision of guidance and counselling services in secondary schools in Nyamira County.

There is research evidences of Whiston, S. C., & Sexton,(1998) Howieson,(2000), C. & Semple, Cooper, M., Hough, M. & Loynd, C. (2005), suggesting that school counseling is a much-needed service in schools. Paisley, P. O. & McMahon, H. G. (2001) and Sears, S.J. & Granello, D.H. (2002), list a number of challenges facing school counselors. Some of the common challenges are: (a) ongoing debate over role definition of school counselors. At times, there is no clear agenda for school counseling. Should they focus on at-risk learners, school violence, learners in the midst of trouble, academic achievement, or all these and many more?

Desirable Counselor Characteristics

Intelligent, Empathic, Energetic, Optimistic, Caring, Self-confident, Trustworthy, Self-aware, Genuine, Creative, Emotionally stable, Flexible, Resourceful, Hardworking, Un-selfish, Insightful, Curious, Nonjudgmental, Good listener. Knowledgeable, Realistic, Ethical, Dependable, Friendly, Hopeful, Sense of humor, Respectful of individual differences, Comfortable with intimacy, Maintains balance in own life and Able to express self-clearly. The items have been compiled from numerous resources (**Combs, 1986; Gladding, 2007; Rogers, 1957, 1961; Seligman, 2004; Sexton & Whiston, 1994**) and are listed in no particular order of importance.

Role of the Counselor

Counsellors in schools have moved from providing career services and academic advising (guidance), to remediation (e.g., crisis intervention, grief counseling) and prevention counseling (e.g., parent-teacher mediation, targeted education programs, referral to community services) (**Sedlak, 1997**). The primary goal of school guidance and counseling services is to enhance and promote student learning. These services are designed to provide supports and resources to students at all grade levels, to their families, and to educators. They are intended to facilitate the educational, personal, social, emotional, and career development of students in schools and in the community.

The school counsellor plays a multifaceted role of Counsellor, educationist, Facilitator in Development of effective Behavioural change, thus providing a continuum of preventive, developmental, and intervention services within educational settings and facilitate referrals to community resources. And as discussed in Prince Edward Island Department of Education (2005) they are School-based consultants, planners, and coordinator within and beyond the school setting in the best interest of students. School counsellors are specialists in child and youth development with knowledge that assists “all school personnel to respond better to the personal, social, career and educational needs of students” (Manitoba School Counsellors’ Association [MSCA], 2002).

The role of school counsellors is to contribute to the academic success of all students in their academic, career, and social development (**American School Counselor Association, 2005**).

Rationale of the Paper

During adolescence there is uproar of intangible changes that include physical, emotional and mental changes. In spite of attempts to keep adolescence from the problems of substance abuse, alcoholism and low academic achievement, students still find their way to these mind-altering chemicals. Moreover Ndondo (2004) also points out that some students engage in antisocial and irresponsible sexual behavior, which leads to decline of moral integrity due to lack knowledge on how to effectively spend and manage their leisure time.

Examination anxiety and poor conflict resolution among students also contributes to disturbances. (Biswalo 1996).. The menace of wrong choice of an occupation not only brings frustration for the growing adult, but a waste of energy, money and precious time. Guidance and Counseling plays a significant role in the overall growth and development of a high school student and is an essential part of school curriculum as it caters to deal with the challenges of the age. (Mutie & Ndambuki, 1999). In all the aspects of adolescent's life, the counselor plays a vital role in choosing a career and resolving the problems. Through a planned guidance and counseling program, a counselor may keep control on the problems and help eradicate the problems of the adolescents. Hence the study of problems of counselors and structure of the counseling is essential. It can help in give direction in resolving adolescents' problems. The rationale for introducing guidance and counseling services at schools was to provide personal contact and help for a pupil in development. Several scholars also emphasized, **Oreck, 1999; Ipaye, 1995; Makinde , 1981.**

Guidance and counseling are understood as follows: (a) Guidance and Counseling assists students in their curriculum and school life choices, (b) Vocational Guidance and Counseling which assists the individual to choose and prepare for an occupation that is compatible with their interests and aptitudes, and (c) Personal & Social Guidance and Counseling which assists the individual to behave appropriately in relation to other members of the society

The constantly changing social, political and economic world very often negatively affects learners in ways which churn out to be challenges to school counselors. Though most consider these as universal challenges for school counselors, most of the challenges are context bound that are embedded in the culture of a school and/or community. In order to understand the challenges facing school counselors, there is a need to consider the context in which school counselors offer their counseling services (**Paisley, P. O. & McMahon, H. G. (2001).**

Objective of the study

To study the problems and challenges of the EVGCs of secondary schools in Delhi.

Sampling

The scope of the study covered selected all Govt Schools with practicing counsellors or EVGCs in Delhi. Simple random sampling technique was employed in selecting the sample for the study and utilized 60 counsellors.

Method

Descriptive survey method was employed for the study.

Tools used

The researcher used a self-developed questionnaire for collecting information's from the respondents as well as the interview was conducted.

Analysis of the Data

Profession Related Problems

Table 1.1 Profession-related problem

Sl. No.	Problem	Problem					
		No		Some		Extreme	
		No.	%	No.	%	No.	%
1	Promotion scheme	3	8.3	2	5.6	31	86.1
2	Nature of work	13	36.1	21	58.3	1	2.8
3	In-service training programme	23	63.9	10	27.8	1	2.8
4	Salary structure	29	80.6	6	16.7	0	0
5	Multiple responsibility	9	25	18	50	9	36

Table 1.1 reveals that promotion is an extreme problem for the counselors. As well as 58.3 per cent of counselors accept that nature of work is also some problem.

Table 1.2 School-Related Problems

S.No.	Statement	Problem					
		No		Some		Extreme	
		No.	%	No.	%	No.	%
1.	Separate room for counselling	9	25.8	6	16.7	19	58.2
2.	Funds for counselling tools/equipments	3	3.9	9	25	23	63.9
3.	Availability of psychological test	2	5.6	15	41.7	18	50
4.	Availability of equipment and computer in counselling cell	4	11.1	10	27.8	21	58.3
5.	Clint-counsellor ratio	8	24.2	13	39.4	12	36.4
6.	Assignment of non-counselling task	7	19.4	18	50	11	30.6

Table 1.2 reveals that one out of every two counsellors find separate room for counselling as an extreme problem however about 25% counsellors responded as it

is not a problem. Furthermore, interview reviewed that schools are already facing with sufficient problem so it is difficult to provide a dedicated separate room for counselling instead of that they suggested privacy of counselling process is important. It is also observed that 29 counsellors out of 36 find assignment of a non counselling task is also a problem.

Table 1.3 Cooperation related problems

S. No	Statement	No Problem		Some problem		Extreme problem	
		No.	%	No.	%	No.	%
1.	Cooperation from principal	3	8.3	15	41.7	18	50
2.	Cooperation from fellow teachers	3	8.6	6	17.1	26	74.3
3.	Cooperation from higher administration	4	11.1	14	38.9	18	50
4.	Cooperation from non-teaching staff	3	8.3	3	8.3	30	83.3

Table 1.3 revealed that taking co-operation with fellow staff and administration is a problem for the counsellors. One out of every two counsellors responded that taking cooperation from principal & administration is an extreme problem moreover one out of every three counsellor's responded that taking cooperation with a fellow teacher is an extreme problem. Taking cooperation from non-teaching staff is hard nut crack.

Conclusion

Counseling is essential for every individual especially at the age of adolescent who are usually in secondary school. Hence at the secondary school adequate facility for counseling is crucial. Based on the findings of this study which have been discussed in the foregoing sections, the following conclusions have been drawn:

- There is massive void with regard to guidance and counseling resources i.e. lack of space/ rooms, lack of technology use in counseling cell and assessment tools viz: psychological tests in secondary schools in Delhi.
- The lack support of principals and non teaching staff to counselors or EVGCs in secondary schools is an extreme problem.
- The non-counseling task is given to counselors or EVGCs is also some problem.

Recommendations

- All schools should provide basic resources for guidance and counseling. These include a counselling separate room, computers, and psychological tests, an etc. office equipped with reference materials as well as adequate career resource materials.
- There is a need to offer counselors all the necessary assistance and support it deserves such as financial and moral support.
- There is a need to organize for seminars and workshops to offer continuing education in guidance and counseling. This will equip the teacher counsellors with latest theories and techniques of counselling to make them effective counsellors.
- There should be policy which employ full time counselor in schools.
- There should provision for a separate counseling room, where counseling sessions conducted.
- Orientation of teaching staff and principal about the importance of counseling.
- Orientation of teachers to identify the students, who needs the services of counselors.
- Teachers should also motivate to refer the students to the counselor.
- There should be sufficient provision of books and reading material in the field of counseling techniques, so that counselors can update their knowledge and grow professionally.
- Sufficient provision will be made in the field of new technology such as psychological tests and apparatus in schools.

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Attitude towards Education and Level of Adjustment among Santals of Birbhum District, West Bengal: A Study of Influence of Family Climate and Socio-economic Status

Atanu Kumar Sinha

Introduction

India has the second largest tribal population in the world, next only to Africa. During the rule of British period in the Indian subcontinent, they were known as Depressed Classes (Sinha, 2006). The term 'Tribe' refers to a group of people living in primitive conditions. It is really difficult to say, whether they are 'Indigenous' or not, but it is the fact that they are earliest settlers of India and are known to be the 'autochthonous people of the land' (Sinha, 2007), as they are living in forests since early times and even now some of the groups follow the same trends and live in forests. Their identification as 'Adivasi' or 'Adimjati' (inhabitants of forest), 'Vanyajati' (forest communities), 'Vanavasi' (forest dwellers), 'Pahari' or 'Girijans' (mountain people), 'Janojati' (folk people) etc. in Indian languages and 'Anusuchitjati', 'Anusuchit janjati' (scheduled tribes), according to the constitutional name, bear ample testimony of their material and emotional attachment with forests and mountains (Misra, 1999). The word implies the meaning itself i.e. old settlers Adi= Old and Vasi=those who stay (Vidyarthi and Rai, 1976).

Constitutionally, a tribe (Adivasi) is he/she who has been mentioned in the Scheduled List of the Indian Constitution under Article 342(i) and 342(ii). As per the Census of India 2011, the number of individual groups notified as Scheduled Tribes is 705, living in different parts of India speaking more than 270 languages and maintaining exclusive identities. The tribal population of India is 10,42,81,034 constituting 8.6 percent of the total population and the decadal growth of the tribes was 23.7 percent during the period 2001-2011 (Census Report, 2001 and 2011). As per Census 2011, in West Bengal, Scheduled Tribe (ST) numbering 5,296,953 persons constituted 5.8 percent of the total population. According to the Constitution (Scheduled Tribes) Order of 1950, Santals are recognised and enlisted as ST in West Bengal and according to Census 2001, Santals constitute more than half (51.8 percent) of the total ST population.

Significance of the Study

Sustainable development depends on attitude towards education, adjustment for sharing education and information, and proper consumption of information of the inhabitants. Attitude towards education depends on different features like preparation, adjustment, cognition, affection and action tendency. Attitude is affected by (i) physical environment like material condition of home, size of family, structure and pattern of family, and (ii) psychological environment like interpersonal relationship in the family, parent-child relations, parental mutual relations, sibling relations, and the educational environment (Singh, 2001). The measurement of attitude has generally proceeded as a kind of quasi-psychological problem. It is assumed that attitudes are latent hypothetical variables that cannot be measured directly but can only be inferred from observations of a subject's responses to a selected set of graded statements.

Adjustment is the satisfactory relation of an organism to its environment. It consists of reduction of attitude, inner needs, stresses, strains and in this sense adjustment would be a unique pattern depending upon the personality and needs of an individual (Symonds, 1933).

As each individual differs, so his/her attitude differs and consequently his/her adjustment differs. Understood in this way, adjustment would be a harmonious relationship of an individual to his/her environment which affords him/her comfortable life devoid of strain, stress, conflict and frustrations.

Most of the Santals, particularly female Santals have to start their daily work early in the morning and it continues till evening. Their life style, daily habits, family interaction and culture are greatly affected by the attitude and adjustment towards education. Though the initiatives like Sarva Shiksha Abhiyan (2000), Right to Information Act (2005), Right to Education (2009), National Knowledge Commission (2005) recommendation have been implemented by the Government of India, Santals remain still backward due to their illiteracy and unawareness towards education.

Thus, this article, though a small venture, is intended to investigate the status in the society and attitude towards education of the Santals, who are the major tribal communities of West Bengal in general and Birbhum district in particular.

Objectives of the Study

The specific objectives of the study are:

- (a) to observe the attitude of Santals towards education,
- (b) to study the socio-economic status of the Santals of the selected villages,
- (c) to find out whether the male and female Santals differ in their attitude toward education or not,
- (d) to examine the degree of adjustment of the Santals towards education,
- (e) to know whether there is any relationship between attitude and adjustment towards education among the Santals,
- (f) to identify whether the environment of Visva-Bharati (a Central University) and the adjacent rich socio-culture have influenced the status, attitude, adjustment, etc.

Hypothesis

For the objectives of this study, null hypotheses are postulated as-

H₁: The Santals are not able to adjust themselves in a better way in the society.

H₂: There is a strong relationship between attitude and adjustment towards education of the Santals.

H₃: There is a significant relationship of attitude and adjustment capability based on Gender (male and female) among the Santals.

Alternative Hypothesis

H₁₀: The Santals are able to adjust themselves in a better way.

H₂₀: There is a strong relationship between attitude and adjustment towards education of the Santals.

H₃₀: There is a significant relationship of attitude and adjustment capability based on Gender (male and female) among the Santals.

Profile of the Santals in the Selected Villages under Study

The Santals of the four villages under study (Balipara, Kaliganj, Baganpara, Pearson Pally) are the most numerous tribals (Sinha, 2007).

They are really Austric immigrants in the district. The slave masters and self-owners of imperialist character might have brought their predecessors to this part of Birbhum, West Bengal (Singh, 2001). They are now thoroughly bilingual, fluently communicate their feelings in Bengali to other communities of the society. Cultivation is still their mainstay. They live in mud-built houses with hay roofs. *Handia*, the rice liquor is their most common and relished drink. Feasts and festivals with dances and drums are the vital feature of the Santal life.

Presently, the Santals of the four villages are found to be influenced by the neighbouring non-tribals. It is observed that the role of female Santals is important in the family. Besides cooking for day and night, keeping their huts clean and tidy, they bring drinking water from nearby *chapakal* (Hand pump). After completing their domestic work, they involve in the agricultural work and other works for their livelihood. In the month of July and August, they become busy in transplanting seedling of *Aman dhan* (paddy) and weeding out in the month of November and December and seedling *Boro dhan* in February and weeding out in the month of April and May.

Major Educational Schemes for West Bengal Students

Some of the most important schemes applicable for the students (male/female, primary/upper-primary, general/SC/ST/OBC category) in order to decrease the rate of drop outs in schools are listed below:

Schemes	Beneficiaries	Facilities	Implement year	Initiative of the Govt.
Free Text Books	Class I to VIII	All subjects	2010	Govt. of India
	Class IX to X	Four subjects (Bengali, English, History, Mathematics)	2015	Govt. of West Bengal. [Dept. of School Education]
Free School Uniform	Class I to VIII (All girls, and SC,ST, BPL boys)	2 sets per year @Rs.400	2011	Govt. of West Bengal. [Dept. of School Education]
Cooked Mid Day Meal (containing min. 300 calorie energy, 8-12 gm. protein for min. 200 days)	Class I to V	@Rs. 3.86 + 100gm. Rice per day	2001	Govt. of India. [MHRD, Dept. of School Education & Literacy]
	Class V to VIII	@Rs. 5.78 + 100gm. Rice per day		

Kanyashree Prakalpa	Class VIII to XII (14 to 18 years) (Girls only)	Rs. 750 per year	2014	Govt. of West Bengal. [Dept. of Women Development and Social Welfare, Government, West Bengal (DWD&SW)]
	Class XII (Girls only)	Rs. 25,000 (one time)		
Sikshashree Prakalpa	Class V to VIII (SC, ST, OBC)	Class V= Rs. 500 Class VI=Rs.650 Class VII= Rs.700 Class VIII= Rs. 800 (per year)	2014	Govt. of West Bengal. [Backward Classes Welfare Dept.]
Pre-Matric Scholarship	Class I to IX	Meritorious students belonging to Minority Community	2008	Govt. of West Bengal. [Minorities Development & Finance Corporation]
Post Matric Stipend for Minority Students	Class XI to PhD (except professional or technical courses)			
Sabuj Sathi (Bi-cycle)	Class VIII to XII	All students	2015	Govt. of West Bengal. [Dept. of School Education]
Free School Shoe	Class I to IV	All students	2016	Govt. of West Bengal. [Dept. of Education]
Children with Special Needs (CW SN)	For visual impairment, hearing impairment, orthopaedic handicaps, mental retardation (Primary and Upper Primary Stage)	Transport cost (from Home to School- both sides)	2008	Govt. of India. [Ministry of Human Resource Development]
		Hearing aids, glass, wheel chair, etc.		

[N.B.: * Schemes are run by Govt. of West Bengal with the financial assistance of GOI].

Population of the Study

The study is conducted in 4 villages, viz, Balipara, Kaliganj, Baganpara, Pearson Pally (Table 1). These villages are within a radius of one Km. from Visva-Bharati. In the selection of villages and the respondents, multi-staged stratified random sampling technique has been adopted.

Pearson Pally is purposely selected because of its close association with Visva-Bharati. Mono-ethnic Santal village Kaliganj comprising 82 households is also selected for this study. Baganpara and Ballipara are randomly selected to represent the different characteristics like close proximity to Bolpur-Santiniketan urban settlement, enjoy the Self-Help Group Scheme facilities provided by Visva-Bharati, population comprises reflects a mixed habitat of STs and general castes people.

Table 1: Household-wise Distribution of Santal Population

Sl. No.	Name of the Village	No. of Households	Population		
			Male	Female	Total
1	Balipara	182	394	334	728
2	Kaliganj	82	192	220	412
3	Baganpara	45	185	155	340
4	Pearson Pally	63	156	230	386

Source: Survey by Author as on 16th November 2015

Methodology and Administration of Tools

For measuring the attitude and degree of adjustment of the Santals towards education, socio-economic status scale (SES) of Udai Pareek (1964, latest updated 2014) was used. In case, who were illiterate, interview was taken from them and otherwise they were requested to fill-up the questionnaire in the presence of the researcher. To complete the study smoothly, initially a contact was made with the heads of some of the Santal families. A meeting was arranged with them and they were informed about the purpose of the investigation and requested to extend their whole-hearted co-operation. Statistical tools used in this study include: Mean, Standard Deviation, Coefficient of correlation of Product movement method, and t-test.

Data Analysis and Interpretation

Data was collected from 200 respondents from the 4 study villages (100 male and 100 female) and then scored each response separately in an MS-Excel worksheet. Hypotheses formulated for this study are verified with the help of mean attitude, standard deviation of attitudes, standard deviation error, product movement method and t-test in the following way:

Analysis of data pertaining to H_1 : The Santals are not able to adjust themselves in a better way in the society.

In this present study, calculated total adjustment score of the Santals is $\sum X = 20855$, total respondent (N) = 200.

Applying the formula of Mean, the value obtained = $\sum X / N = 20856 / 200 = 104.275$

Finding

The cutting point score between above and below adjustment ability or the degree of adjustment is 90. The mean value obtained is 104.275, which is greater than 90. It may be concluded that the average degree of adjustment of the Santals is above the line of cutting point score which implies that the Santals are able to adjust themselves in a better way in the society. Thus, the null hypothesis (H_0) is rejected.

Analysis of data pertaining to H₂: There is a strong relationship between attitude and adjustment towards education of the Santals.

From the study, the results obtained were, $\Sigma X = 20855$, $\Sigma Y = 47475$, $\Sigma X^2 = 2195435$, $\Sigma Y^2 = 11913635$, $\Sigma XY = 4944850$, $N = 200$; where the variables X and Y denote the adjustment and attitude score respectively).

The coefficient of correlation between attitude and adjustment is calculated applying the formula of co-efficient of correlation of product movement method was calculated as-

$$r = \frac{\Sigma XY/N - \Sigma X/N \cdot \Sigma Y/N}{\sqrt{\Sigma X^2/N - (\Sigma X/N)^2 \cdot \Sigma Y^2/N - (\Sigma Y/N)^2}} = -0.048$$

Finding

The relation between attitude and adjustment score of the Santals is calculated through product movement method. The obtained correlation value is very low i.e. $r = -0.048$, which is insignificant although it is negative. It may be concluded from the result that there is no relation between attitude and adjustment towards education of the Santals. Thus, the null hypothesis (H_2) is rejected.

Analysis of data pertaining to H₃: There is a significant relationship of attitude and adjustment capability based on Gender (male and female) among the Santals (Table 2).

Table 2: t-test showing difference between mean attitude and adjustment score Santals

Sample	Mean (M)	Standard Deviation (σ)	D ($D = M_1 - M_2$)	SE _D	Df = (N-1)+(N-1), where N=100	t = D/SE _D	Levels of significant
Male	106.17 (M ₁)	6.95	3.25	3.40	98	0.96	0.05
Female	109.42 (M ₂)	9.53					

N.B. for 200 Df, the table value of 't' at 0.05 level = 1.97

Finding

It is seen from the Table 3 that, 't' is not significant at 0.05 level which indicates that male and female Santals do not differ about the mean adjustment ability. It is interesting to note that the mean adjustment ability score of female Santals is slightly greater than the male Santals. It may be concluded from the obtained results that male and female Santals do not differ significantly in their attitude and adjustment ability in society. Thus, the null hypothesis (H_0) is rejected.

Conclusion and Suggestions

Not only education but also information is the source of knowledge and knowledge is the key for growth and development in every sphere. Good information and proper education have great potential as a powerful and reusable resource for the socio-economic development of mankind, and become essential requirements even to survive. Thus, sustainable tribal development is only possible if the Santals show their positive attitude and adjustment towards education. But, unfortunately the Santals shows very poor awareness about information and education, and suffer most for lack of education and information due to various socio-economic and cultural factors like economic backwardness, unemployment, massive poverty and illiteracy. From the study conducted, it is clear that the education level of Santals is not very good. Majority of them is either illiterate or neo-literate. Language problem, engagement in earning money had also been seen as real hindrance towards education/schooling of the Santals of the villages under study.

Interpersonal forms of communication are the biggest source of education and information and very useful in the exchange of indigenous knowledge till now (Chakrabarti and Basu, 1999). Though the Santals mostly favour to use face-to-face communication than explicit source of knowledge (viz, books, leaflets, newspapers etc.) and have their own traditional form of communication system like myths and legends, songs and dance, fair and festivals, presently modern communication device like mobile phone seems to be very popular among the Santals. Thus, a balanced combination of traditional and modern communication system may be applied to get a fruitful result in developing attitude and adjustment towards education which is the prime factor in the socio-economic development.

The analysis of the data obtained through the questionnaire and interview taken with the Santals of the four villages shows that they do not have access to any organised information system, which may provide day-to-day information for solving their day-to-day problems. To spread information awareness and to meet the information requirements of the Santals, establishment of well organised Rural Information Centres (RICs) is urgently needed.

In spite of all good intentions of successive goals taken by the government of Central and States, the programmes and schemes will have no fruits at all if the Non Government Organisations, educated neighbours, agricultural extension officers, village leaders, gram panchayat members do not come ahead in order to fulfil the education needs of the Santals which in turn will generate and promote the sense of self-efficacy, self-efficiency, self-respect, self-skills, critical thinking, decision-making, problem-solving and also grow competence among them. Initiatives should also be taken from all ends to make sure all early education and care programmes sensitive and responsive to the special needs children, including training of Anganwadi workers in identification of needs of the children with disabilities, use of age-appropriate play and learning materials and the counselling of the parents. Involving parents, family, NGOs and the community at all stages of education should also be ensured.

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People without Jobs and Jobs without People: A Conceptual Framework for Developing Soft Skills for Employability

John Paul Raj.V

Introduction

We Indians often praise and extol ourselves as the nation growing in leaps and bounds in a short span of time. The entire world is eying on the drastic growth that we witness in spite of world recession. The Indian Corporations and the MNCs in India are aware of the fact that the recession and the jobs cuts in USA and European countries will soon impact India. On the one hand few corporations anticipating the failure, are seriously contemplating on retrenchment, layoff and shut down possibilities. On the other hand many MNCs are descending down to India in order to compensate their global loss. This indeed is paving way for better job opportunities. Despite enormous growth in the employment rate, yet most of the so called well qualified students are unemployed in India. Most jobs are without people and most educated people are without jobs. Why is this irony? One of the major reasons is that the Indian Students do not possess the essential soft skills. And it is very obvious from the NASSCOM report which says that "Today more than 70 % of India's graduates are unemployable due to lack of soft skills," Hence it is indeed a high time for Indian academic institutions to focus on employability skills.

Meaning

Soft skills are cluster of personality traits, social graces and ability with language, personal habits, friendliness, and optimism that mark people to varying degrees. Soft skills can also be an important part of the success of an organization. Organizations, particularly those frequently dealing with customers face-to-face, are generally more prosperous if they train their staff to use these skills. For this reason, soft skills are increasingly sought out by employers in addition to standard qualifications.

Review of Literature

An early study by Young (1996) argued that technical and interpersonal skills are very essential to the success of employee in an organization.

Salzman, Harold et al (1998) discuss that eight of ten companies felt that communication skills, written skills and oral skills are highly important for professional success. They identified social skills as one of the significant skills that would promote team work. Problem solving and critical thinking also found to be very much relevant.

Gupta & Wachter (1998) suggest that there is a need for Information Science students to develop skills and abilities in various areas including teamwork, creativity and communication and propose a capstone course to achieve these aims.

Gillard (2000) argues that there should be two aspects of a university course that require consideration, they are employer' expectations of graduates candidates and student preparedness to a course to make sure that students are equipped with employability skills such as soft skills.

Thompson et al. (2001) acknowledge that social skills are very crucial in interactive service work. Front-line staff members would transfer effective styles of interacting in their personal life into dealings with customers. Such an approach can be construed as widening the potential for employees to utilize their social skills

Nickson et al. (2001) In their study, managing empowered workers and the service encounter in an international hotel chain use the term "aesthetic labour" to describe the employees with good social and interpersonal skills.

Ten Master Skills

The Behavioral training experts and the corporate today expect the students to equip the following "**TEN MASTER SKILLS**". They are

TEN MASTER SKILLS		
T – Team Work	M - Motivation	S – Solving Problems
E – Emotional Quotient	A – Attitude/Aptitude	K – KINESICS
N – Negotiation Skills	S - Social Grace	I – Interview Skills
	T -Time Management	L – Leadership Skills
	E – Etiquette	L – Listening Skills
	R – Relationships	S – Spiritual Quotient

Team Building: It has been noted through various studies that the ability of students to gel well within team, is not so good. For Japanese, who pioneered quality of work life, quality circle and team work, enjoy working in a team. For them working in a team is energy and synergy. Hence $2 + 2 = 5$ or 6 or above. But for We, Indians, working in team is not energy rather allergy. (For us $2+2=3$ or 2 or 1 or even -1 some time). Yes indeed. The students of today are able to manage better when given an opportunity to work individually. Most assignments given to the students individually are of quality. They work very hard to project all their individual competencies. But when it comes to group work, team work, no one bothers to make a beginning of the given task. The social loafing is very high. This is one such reason why they fail when they get into the corporate world. Hence educators need to foster the skills to work in a team through role play, case study and group seminar.

Emotional Intelligence: It is the ability of an individual to project a stable and balanced self across situations. The millennial of today are unrealistic. They have very little tolerance towards the external surroundings. This makes them very difficult to cope with deadlines and conflicting situations. Hence emotional intelligence is one of the important soft skills that keep an employee successful in his profession. Today's youngsters are more reactive than interactive and proactive to situations around. Poor emotional stability at times gets you in an unwanted rift in the working place. Loss of jobs and people are a resultant of poor emotional stability. Hence it has to be nurtured in the family and educational institutions.

Negotiation skills: It is the art of getting the desired outcomes and still maintains successful ongoing relationships with others. Influencing positively will help students achieve more of what they want and build relationships based on openness, trust, understanding and mutual respect. The students have very less opportunity to learn negotiation skills in the class. But they do negotiate with their parents in terms of pocket money, cloths, mobile and automobile. They negotiate with teachers in terms of postponing certain assignments submission deadlines. Such negotiations are not beneficial to both the parties. Hence educators need to foster negotiation skills in terms of decision making, leadership and successfully completing the given task.

Motivation: The millennia's of today need to have self motivation rather than looking around for role models. The aspirations to inspire others should

never expire before they reach their milestones. The cut throat competitions in the job market will always test their self motivation to fight. Success is not a distant reality for students with the highest motivation and resilience.

Aptitude/Attitude: Aptitude is the general tendency of an individual to have a liking and innate interests towards performing something joyfully. This is one of the most primordial factors when fostered constantly become a skill that will ensure a graduate to be successful in all his endeavours. Today's graduates need to discover and align one's own innate and innermost likings with organizational expectations. Educators need to infuse positive attitude towards learning process and life.

Social Graces: It is the ability of an individual to maintain a polite and pleasing facial expression that invites better interaction with the customers. The modern organizations are hunting for graduates with social graces to inject them into customer related jobs as they have the blend of social graces and shrewdness to manage the troublesome customers.

Time management: This is one of the biggest problems among graduates today. One of the reasons why most students have similar complaints is that they never listen in the class. If they put in an effort to listen in the class, they do not have to seriously prepare for their exams and assignments. Students procrastinate the given assignments. Hence they only accumulate tasks which they can't perform in a short duration. This indeed leads to poor work life balance later on. Educators can make the students to prioritize the tasks judiciously in order to overcome such crisis.

Ethical Quotient: It is the ability of an individual to align well with the organization to exhibit moral behavior that enhances organizational images. The compatibility of today's students to absorb the code of conduct, values and norms of the organization, are indeed very essential. Such need should be fostered in the family as well as by the educators.

Relationships building/Networking: This skill is acquired pretty much easily as the students of today are very my upgraded with social media like face book, twitter, orcut, etc. Educators also can use such services to get their assignments done, also share their knowledge. The educators must look at the students as partners in the learning process. Hence they need to create a congenial environment primarily to like the teacher and thereafter like the subject. This indeed makes the learning process very much easy.

When this skill is nurtured in their learning process, it becomes great source of support when they get into the corporate world and foster a healthy relationship with their colleagues and boss.

Solving Problems: The complexities in today's business are very high. The solutions that were right yesterday may not be right today. Even though students get exposed to all the corporate problems and solutions while studying professional courses through case studies, industrial visits and academic-industry interface yet they can be a great failure if they do not continuously nurture problem solving skills.

Kinesics: According to Prof. Ray Birdwhistle, only a small percentage of communication involves actual words: 7%, to be exact. In fact, 55% of communication is visual (body language, eye contact) and 38% is vocal (pitch, speed, volume, tone of voice). The world's best business communicators have strong body language: a commanding presence that reflects confidence, competence, and charisma. Hence developing appropriate body language will give added advantage to the students.

Innovative/Creativity: "Innovate or evaporate" is the old mantra of a success. But today it is 'Innovate, exaggerate or else evaporate'. This generation even though they are creative and innovative yet they need to ensure that their unique skills come handy at the right time and place. Being innovative and creative alone does not make an individual successful. It is how we market those innovation and creativity that decides about the success. Hence teachers need to ensure that students advertise their own innovation and creativity,

Leadership Skills: This skill has not come naturally to the all the students. Hence it has to be nurtured from class one. Students get so many opportunities to showcase their leadership skills both in academic and non-academic arena. But only few students make use of such opportunity. Group assignment, role plan, group discussion are some of the areas that educators need to focus in order to nurture leadership skills.

Listening: The impatience among students is very high today. One of the reasons could be that they can know anything and everything through internet. Hence they never try to listen to the lecturer. They have a superfluous attitude that they know more than the teacher. This attitude which is quite dominant makes them very feeble when they are placed in an organization. They

need to nurture the ability and willingness to listen to one another for better learning and support.

Spiritual Quotient: Today most organizations began to realize that their employees need to have spiritual quotient that paves way for better work life balance. The job deadlines, broken family relationships, incompatible superior-subordinate relations and grievance customer put immense pressure on the employees. Hence job seeker is expected to have a stable and ethical personality.

Conclusion

The educators of today have greater role in transforming education. The focuses of the educators need to be on creating employability skills. Nurturing the above mentioned skills need to be nurtured from primary school and fostered across the academic career of an individual.

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Vocational Skill Training for Empowerment of Women in Rural India

*V.Manjula
T. Selvin Jebaraj Norman*

Introduction

“The promotion of women’s rights means the promotion of... freedom, justice and the peaceful resolution of disputes, of social progress & better standards of living; of equality, tolerance, and dignity.”

-UN Experts on International Women’s Day 2005

The majority of internal and external domestic tasks are being performed by women. Women normally work very long hours in conditions that lead to health issues. Women have always been marginalized and relegated to the status of subjugated class in the Indian society. Women have not actively participated in their emancipation due to lack of economic independence and illiteracy. Women lack access to financial capital and have limited opportunities to gain education, knowledge, and skills that can lead to economic advancement. Generally women are hard-working and can make great contributions towards their quality of life. But the problem persists because they are not the earning party at home, so they are always neglected for their rights and never given the place they deserve. More efforts are needed to raise awareness regarding poor conditions of women particularly in rural areas. Vocational training enables women to earn an income and build crucial life skills. They should be able to stand on their feet and provide for their families. The vocational skills trainings to women should be provided in such a way to polish their existing skills and to gain new skills.

The objectives of the vocational trainings

- Socio-economic empowerment of women to combat violence against them.
- Enhancement of the quality of women’s lives by increasing earnings potential

- To empower female beneficiary through acquiring a skill to make them economically independent by acquiring vocational training through dynamic vocational training services.
- To promote skill-based income resources by training women and thereby empower them with the knowledge of themselves and to strengthen their position to make them one of the earning members of their households and communities.
- Overcome the mental pressure on women's minds of male dominancy and other social factors.
- Highlight the importance of women education and their participation in economic development.
- Change the general perception that honor of a person lies in seclusion of the women.
- To sensitize the general public and all stakeholders to realize rights of women.
- Greater Access to Resources.
- Positive change in women's social life.

Major Training Programmes

Vocational education and training for rural women are often limited to a narrow range of female-dominated fields like stitching, tailoring, painting, poultry Rearing, food processing, gardening and nursery raising and computer oriented skills that reinforce their traditional roles and responsibilities. While this may improve their income generating opportunities, it will not give them the chance to benefit from newer, non-traditional fields, such as information and communication technologies (ICT) or renewable energy that can provide higher earnings.

Vocational Education and Training (VET) systems are dynamic in nature. They face many challenges in responding to societal, technological and economic changes in the local and global environment. A multi-faceted approach, which includes literacy, hygiene and moral training, and skills training to improve their productivity, masonry, plumbing and electrical wiring along with trauma relief courses gives rural women the tools to help uplift their communities. The incorporation of trauma relief courses along with other trainings will not only provide the technical skills assistance but will allow several opportunities to eradicate women's psycho-social depression and encourage social gatherings in the community to discuss their issues which will help them to look for the solutions to their problems.

Promotion of entrepreneurship among women

Azad India Foundation is making an attempt in the direction to make rural women as entrepreneurs through various skill training programmes. The Foundation has provided two non-formal centers of Bharagariya and Maniram Bhatta with plastic chairs and tables to be rented out in the marriages and village functions to bring out the entrepreneurship among women. These women keep the account and share the money among them. This has led to enhance confidence level among them.

Social Awareness

Apart from the regular training, awareness sessions have to be conducted for women on various social issues. Such sessions will enable them to know their rights and empower them to practice those rights at the time of need. Awareness on dowry, micro insurance, role of family counseling centre, child marriage, domestic violence, disaster management, positive and negative thinking, human rights, role of education etc., have to be incorporated in the sessions. Few of these have already been imparted to the beneficiaries by Navjyoti India Foundation (NIF) through seminars. Navjyoti India Foundation supports and encourages the beneficiaries of their project to be self reliant and engage in self-employment. Such encouragement from the organization in the past has led to many success stories where women beneficiaries are now empowered enough to earn Rs 5,000/- per month on an average.

India recently set a national goal to end open defecation by 2019. To address the lack of toilets in the country, AMMACHI Labs began offering vocational courses in masonry, plumbing and electrical wiring to village women so they can construct, install and maintain toilets in their own communities. The women are learning about the importance of practicing proper hygiene for their personal health, thus empowering them to spread awareness and become ambassadors for change.

The Art of Living Foundation Women Empowerment Programme in Iraq addresses women's emotional and psychological needs and gives them the skills they need to achieve economic stability for themselves and their families. Here the women are provided with trauma relief courses. The women undergo trauma relief workshops to release the build-up of stress and tension accumulated daily from fear of attack, lack of security, trauma

from the loss of friends and family members and the responsibility of often being the sole breadwinner and caregiver to their families. Once a sense of stability and inner peace is established, the women are able to implement the skills learned in the training programmes. They have the confidence and enthusiasm to change their lives and care for their families. They have the tools to achieve an economic status, where self-sustainability

In Bangladesh, where 70 per cent of the population lack electricity, women are most affected as they need energy for cooking and other household tasks. Grameen Shakti microloans financed the installation of over 100,000 solar home systems in rural areas and trained local youth and women as certified technicians and in repair and maintenance. This provided women employment opportunities and improved their daily lives, while solar systems are facilitating business start ups such as mobile phone centres, repair shops and handicrafts (UNEP, 2008).

In partnership with the Barefoot College of India, UN Women supports hands on training of rural illiterate grandmothers in solar technology, so that they can become Barefoot Solar Engineers who will be equipped to electrify their villages through solar energy. This provides them with an opportunity to access jobs in the green energy sector, and enhance poor rural household's living standard.

Some NGO's like Bahai, Seesha... are literally working hard for the empowerment of rural women in India by providing vocational training where it focuses on developing skills related to sewing, tailoring, embroidery, hand and machine knitting, and the preparation of items such as bags, purses and coverlets. In addition, there are lectures and discussions on topics related to social legislation, women's rights, work ethics, budget and accounts maintenance, marketing skills, communication skills, personal health and hygiene, family education, environmental health and labour law. It serves the cause of education for girls indirectly by changing attitudes, challenging social stereotypes, and redefining girls' roles paving the way to the empowerment of women through education.

Importance of Training and Development

Training and development programmes help remove performance deficiencies in employees. This is particularly true when the deficiency is caused by a lack of ability rather than a lack of motivation to perform and the

individual(s) involved have the aptitude and motivation needed to learn to do the job better.

It has to be recommended that programmes offering vocational training and employment opportunities should include the initiatives to match market requirements and opportunities. This approach not only requires designing a quality training process that builds technical and soft skills, but also enlists the commitment of employers to hire participants.

Vocational training can play a key role in helping young women get jobs. Vocational training typically includes development of technical capacity, entrepreneurship, and business skills. Ideally, vocational training is demand-oriented and builds specific skills tailored to prospective employers' needs. Other vocational training programmes help women build a wide set of soft skills, such as conflict resolution, team building, and communication, which they can use in a variety of jobs.

Need for vocational education and training for rural women

Social norms make it harder for rural women to work. Their families, male partners, employers, or even they themselves may think that certain jobs are only for men, not "women's work." To change this attitude training programmes and skill development are needed. Skills development is a key to improving household productivity, employability and income-earning opportunities for women and also for enhancing food security and promoting environmentally sustainable rural development and livelihoods. . Women are capable of empowering themselves while external actors and agencies can create supportive environments.

Need of the hour

Inadequate policy frameworks and inequitable gender norms create barriers to women's economic advancement. There is a need to address the issue by raising the status of women. There is also a need to recognize and emphasize the diverse roles of women. For a sound financial strategy, it is important to link workforce development and employment strategies with market needs and opportunities. Gender inequality created in a workplace environment becomes hostile to women, making them unable to continue their work. It is of the high need to understand the importance of a protective policy framework guaranteeing the rights of women in the

workforce, and the need for vocational training to collaborate with employers to ensure that workplaces are supportive of female employees. Learning about improved production technologies and methods, new products and markets, business skills, as well as life skills such as health management, decision-making, self confidence, or conflict management can make a big difference for many of the rural women. In Tamilnadu, there is scope to provide vocational training in automobile driving, professional cleaning, service and maintenance, electrical and electronic appliances services and in the field of renewable energy.

Conclusion

Women's empowerment is defined in a wide variety of ways some of which include access to material resources such as land, money, credit and income, availability of decent employment opportunities that involve good working conditions, the freedom to make choices in life, enjoyment of basic rights granted in the constitution and international agreements, equal access to quality education and health facilities. Vocational training builds confidence and economic independence. The women will get more employment opportunities and improve their daily lives. They will have the courage, determination and will power to go to achieve their dreams and emerge stronger. Women's' economic empowerment not only depends on availability of jobs, but also on protective policy environments and community-based support for their entry into the workplace. Advocates and policymakers must ensure that laws promote gender equality in the workplace and incentivize employers to create female-friendly work environments.

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Role Open and Distance Learning in Vocational Education and Training in India

*S. Seenivasagaperumal
R. Subburaman*

Introduction

Over the past decades, there has been an evidence growth in distance education around the world. This is very much evident from the increasing enrolment in open distance learning institutions (Cavanaugh, 2005 and Fozdar and Kumar, 2006). The Open and Distance Learning institutions are not only imparting education as an alternative to the formal system i.e. education in conventional courses, but also in areas such as vocational and technical, and continuing education, teacher education and even in high technology based education (UNESCO, 2002 and Bourne et al, 2005). The Open Distance Learning has also made some contributions in vocational and technical education (Mehrotra and Sacheti, 2005). The vocational and technical education is one of the important issues of human rights. This is the area where distance education can be used extensively to provide education that can prepare skilled workforce for the world to do productive work. The distance education also has potential to reach to unreached and even marginalized and excluded groups. It can provide vocational and technical education and engage them in income-generating livelihood. In this globalized world, it well known fact that skill training enhances productivity sustains competitiveness in the global economy (Mishra, 1994 and World Bank, 2008). Keeping this in mind Indira Gandhi National Open University is offering many programmes which are in the category of vocational and technical education and continuing education for the improving skills, capacity building of adult learners. One such programme is for preparing work force for the footwear sector. This programme provides effective and efficient services in the footwear sector. This is highly skill oriented programme and involves intensive practical work. This programme would have a bearing on national development via employment generation and by production of world class products. Beside Indira Gandhi National Open University Institute like Footwear Design and Development Institute, Indian Institute of Leather Products, Central Footwear Training Institute and many other governments run institutes and some private institutes supporting this programme.

In this paper we have reviewed the present status of vocational education and training programmes in India. We have also examined the role of Open and Distance Learning system in providing effective and dynamic vocational education and training. Paper is ended with the Indira Gandhi National Open University experience in launching and delivery of a vocational training programme developed for the work force working for footwear sector to improve their skills.

Objectives of the study

- To know the role and functions of distance learning in vocational education and training in India.
- To suggest possible recommendation to improve the quality of distance learning in vocational education and training.

Status of Vocational Education in India

There are two commonly used terms in India for the vocational education system one is vocational education and other vocational training. Vocational education is referred specifically to vocational courses offered in school at the level of class 11th and 12th under a centrally sponsored scheme termed Vocationalization of Secondary Education. Vocational training on the other hand broadly refers to certificate level craft training and is open to students who leave school after completing anywhere from class 8th standard to 12th standard. Programmes offered under the Craftsmen Training Scheme and operated by Industrial Training Institute, Polytechnics and Industrial Training Centres. This scheme falls within the purview of the Director General of Employment and Training, under the Ministry of Labour and Employment.

The Vocational Education Programme was started in 1976-77 under the programme of Vocationalisation of Higher Secondary education in general education institutions. The National Working Group on Vocationalisation of Education (kulandaiswamy committee 1985) reviewed the Vocational Education Programme in the country and developed guidelines for the expansion of the programme. Its recommendations led to the development of the Centrally Sponsored Scheme on Vocationalisation of Secondary Education, which started being implemented from 1988. Its purpose is to “enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education without particular interest or purpose (mehrotra and sacheti

2005). Vocational education falls under the purview of the Ministry of Human Resources Development. The All-India Council for Vocational Education, under Ministry of Human Resources Development is responsible for planning, guiding and coordinating the programme at the national level. State Councils for Vocational Education perform similar functions at the state level. Through this scheme many courses were offered in six major disciplines:

Table-I

S.No	Courses	Examples
1.	Agriculture	Veterinary pharmacist/technician; watershed management
2.	Business and commerce	taxation practices; stenography
3.	Humanities	classical dance: entrepreneurship
4.	Engineering and technology	lineman: cost effective building technology
5.	Home science	textile design: gerontology
6.	Health and Para-medical skills	x-ray technician; health/sanitary inspector

National Policy on Education 1986 and its Programme of Action 1992 aimed at diverting 10 percent of the students at higher secondary level to the vocational stream by 1995 and 25 percent by the year 2000. But at present 5 percent of student choose this option. This below figure narrates mainly of the conceptual problems, managerial problems and resource constraints for more than 25 years. As per the report of the Working Group for the Revision of the Centrally Sponsored Scheme of Vocationalisation of Secondary Education, National Council of Education Research and Training 1998, vocational education also viewed as an inferior option, it suffers from poor infrastructure, obsolete equipments, untrained or under-qualified teachers (often on part-time basis), outdated and inflexible courses, lack of vertical or lateral mobility, absence of linkage with the 'word of work', lack of a credible evaluation, accreditation and apprenticeship system, and finally employability. For building an effective and dynamic programme of vocational education, National Curriculum Framework 2005 has suggested that vocational education programme should be implemented in mission mode, involving establishment of separate Vocational Education Institutions and Centres from the level of village, cluster, and blocks to sub-divisional/districts, towns and metropolitan area. This also talked about providing better infrastructure at Vocational Education Programme centres, there should be the provision of training of teachers and Vocational Education Programme curriculum should be reviewed and updated from time to time to meet the challenges of a globalised economy.

Table-II

Country	Secondary enrollment ratio	Number of students (in thousands)	Vocational Education share
Russia	88	6,277	60
China	52	15,300	55
Indonesia	43	4,109	33
Malaysia	59	533	11
Korea	93	2,060	31
Chile	70	652	40
Mexico	58	-	12
South Africa	77	-	1

Source: <http://info.worldbank.org/>

The Prime Minister of India in his Independence Day address on 2006 indicated of setting up Vocational Education Mission and a Task Force to improve vocational education system in India so that high economic growth through increased productivity can be maintained. For implementing this special provision has been made in both present 10th plan and coming 11th plan of the country.

Unlike vocational education, vocational training programmes in India fall outside the formal schooling cycle. As discussed earlier vocational training is imparted through Industrial Training Institutes and Polytechnics. Vocational training courses are generally institution-based with varying entry requirements as well as course durations. The proportion of practical to theoretical instruction in Vocational Training Programmes is also higher than in vocational education. Under the Constitution of India, the Central Government and the state governments share responsibility for vocational training. At the national level vocational training is managed by the National Council for Vocational Training advises the central government on vocational training. Two tripartite bodies, the Central Apprenticeship Council, a statutory body and the National Council of Vocational Training, a non-statutory body, operate as advisory tripartite institutions. The National Council of Vocational Training is chaired by the Minister of Labor and Employment. Members represent central and state government departments, employers' and workers' organizations, professional bodies, the All India Council for Technical Education, representatives from scheduled castes and scheduled tribes, the All India Women's Organization, etc. Its functions include:

- Establishing and awarding National Trade Certificates;

- Prescribing training standards;
- Arranging trade tests and developing standards for National Trade Certificates; and
- Recognizing training institutions for the purpose of issuing National Trade Certificates and laying down conditions for such recognition.

Administrative responsibility is held by the Directorate General of Employment and Training, located within the Minister of Labour and Employment. Industrial Training Institutes and industrial Training Centres operate under the guidance of Directorate General of Employment and Training, which formulates policies and lays down standards and technical requirements such as developing curricula, instructor training, and skills testing. It governs a number of specialized training-related institutions. At the state level vocational training is managed by State Councils for Vocational Training, as well as Trade Committees, which have been established to assist the national council for vocational training. They advise state governments on training policy and co-ordinate vocational training in each state. State government departments deliver vocational training through:

- ✓ The Industrial Training Institutes that operationally report to and are funded by them, and
- ✓ The Industrial Training Centres that are privately funded and managed (some of these get financial support from the state governments).

Although vocational training students may do relatively better in the labour market than their counterpart vocational education students, but their labour market outcomes are still poor (World Bank 2002). But still there is a mismatch between required training and acquired training students are getting from Industrial Training Institutes and Polytechnic. A Karnataka study found that employers were dissatisfied with graduates from Industrial Training Institutes. Employers felt that Industrial Training Institutes produce graduates who are not needed by industry and who lack basic scientific/technical understanding of their trades (World Bank 2002). Major findings of the study are:

- ✓ Rapid developments in technology have made many occupations

- and trades - such as turners, machinists and grinders, and draftsmen - obsolete, while others need to be modified.
- ✓ Many trades have lost their relevance in the face of automation. Engineering trades (fitting, electronics, electrical and mechanical, welding, tool and die-making, and turning) are in high demand from students but syllabus is out-dated and trainers are out of touch with changes in technology and work organization.
 - ✓ Courses should not be based on narrow specializations. Technicians need to be trained through integrated courses dealing with two or more skills and be capable of managing three or four operations at a time.

In brief those institutions which are providing vocational trainings are not yet geared up to meet the challenges of the fast growing global economy and they are also not aligned to the needs of industry. The poor outcomes arise owing to this vocational training system facing many constraints. These include a lack of accountability and responsiveness to the needs of the labor market, limited involvement of the private sector in managing training, poor coordination among those managing the sector, and limited flexibility for institutions. Many of these problems have been outlined in the Government's own assessment of the system.

To improve vocational Training programme there is an immediate need of reforms. Working Group on Secondary and Vocational Education for 11th plan has suggested some plans along with higher budget allocations like competency based curricula should be reviewed and updated as per the present need of the industry, professional training of all teachers and trainers, a labour market information system should be established to collect necessary information on the skill requirements and skilled manpower needs for different sector of economy.

Role of Open and Distance Learning in Vocational Education

Open and Distance Learning is increasingly becoming popular because of its flexibility and learner friendly approach, particularly to those who could not get access to the formal education system. Distance education is more costs effective and can take place while continuing full-time employment (moran and rumble 2004). People who live in remote areas find that Open and Distance Learning permits them to enroll in programmes, which

otherwise would not be available to them. At present beside Indira Gandhi National Open University there are 13 Open Universities, 150 Distance Mode Institutes under conventional system. Only Indira Gandhi National Open University is imparting higher education to 15 per cent of total population who is joining higher education in the country (Profile, 2008). Workplace learning is also expanding rapidly in organizations, boosted by online learning opportunities. Web-based training or E-training, an innovative approach to distance learning, can be effectively utilized for delivering knowledge to individuals anywhere in the country. If the developing countries want to enhance their international competitiveness for the well being of their people, they must address the concerns for vocational education and training. The path for economic development and prosperity through the skills training and Open and Distance Learning as the modality for vocational education and training allows vast number of people, hitherto unreached to take advantage of education and training opportunities (mishra, 2002). The changing skills demands due to competition and rapid market changes, especially in Small and Medium Enterprises calls for provision of continuous learning and training opportunities through Government, Non-Government and Private Institutions. There is a need for a paradigm shift in the training approaches in the formal and informal sector for developing skills attained to the needs of the society. All this can be not achieved by formal system.

Over 90 percent of employment in India is in the informal sector, with employees working in relatively low productivity jobs. Provision of appropriate skills may thus be an important intervention to increasing the productivity of this workforce. This sector cannot approach the formal system. Here open and distance learning mode institution can play important role by providing flexible and cost effective vocational education. For example, the National Institute of Open Schooling (offering 85 courses through over 700 providers recognized by the National Institute of Open Schooling). Similarly Indira Gandhi National Open University along with some other open universities also offering successfully many programmes of vocational in nature. Presently Indira Gandhi National Open University lays much emphasis on skill, capacity building, training, employability, life-long education and continuing education. Open and Distance Learning system now is recognized and accepted as an important mode for achieving many of these targets. In addition to contributing to social and economic development, Open and Distance Learning plays a decisive role in the creation of a knowledge-based society.

About the Programme

Leather and leather products as a sector has been given considerable alteration by the Government of India at various levels due to the inherent strength and features which are popular to India is not merely an industrial sector as compared to other industries but the implications of what happens in this industry that have very far reaching social and economic ramifications in view of a significant section of deprived segment of population working in the sector due to historical reasons.

There exists a large raw materials base. India ranks first among the major livestock holding countries in the world. Leather industry is the fourth largest foreign exchange earner in the country. Apart from this, leather industry has tremendous potential for employment generation. Its potential for employment generation among weaker sections of the society and women is immense.

However, despite being a traditional industry in India and reasonably good performance on the export front, the Indian leather industry accounts for very small global market, the need for a larger share of the global market exists.

The Indian Leather Industry which for centuries has developed as traditional crafts is at present under the process of transformation into a technology based vibrant export oriented industry. Besides its eminent position in the country's economy as a foreign exchange earner, the leather industries significant contribution is a provider of employment to a larger number of people majority of who are from rural base and weaker sections of the society.

- The Footwear Industry is a significant segment of the Leather Industry in India.
- India ranks second among the footwear producing countries next to China.
- The industry is labour intensive and is concentrated in the small and cottage industry sectors.

- The major production centres in India are Chennai, Ranipet, and Ambur in Tamil Nadu, Mumbai in Maharashtra, Kanpur in UP., Jalandhar in Punjab, Agra and Delhi.
- India in itself has a huge domestic market, which is largely untapped.
- The Indian footwear industry is provided with institutional infrastructure support through premier institutions like Central Leather Research Institute, Chennai, Footwear Design and Development Institute, Noida, National Institute of Fashion Technology, New Delhi, etc. in the areas of technological development, design and product development and human resource development.
- The availability of abundant raw material base, large domestic market and the opportunity to cater to world markets makes India an attractive destination for technology and investments.
- Following leading institutes in India are engaged in imparting training to personnel in the footwear manufacturing as per the requirement of the trade and industry.
- These certificate programmes have been designed to provide the know-how and skills needed to work as a worker/operator, supervisor and engineer in Footwear Industry. It will train you to provide effective and efficient services in the footwear sectors. It is a highly skill oriented programme and involves intensive practical work.

Programme Objectives

- Up gradation Educational Qualification of Learners.
- Opportunities for in-house training in industries for continuing education.
- Promoting the educational well-being of the community.
- Offering need based academic programmes.

- Employment related continuing education programmes arriving at increases sole potential and economic advantages to the learners.

This programme can be taken by those who are already employed (directly or indirectly in the Footwear Industry and State and Central Footwear Organizations) or intend to make a career in Footwear Industry.

Programme Delivery

Like other programmes of Indira Gandhi National Open University, the programme under investigation also follows a multimedia approach in instruction. It comprises: self-learning material, supporting audio/video programmes, teleconferencing, counseling sessions, seminar-based and workshop-based activities and added feature of personal contact programme to meet specific learner needs. Personal contact programme is conducted at five training centres of partner institutions and programme study centres of Indira Gandhi National Open University. Participation of learners in the personal contact programme is compulsory. Teleconferencing is also used to provide greater clarity and understanding to the learners.

Conclusion

It is very clear that for the growing economy like India we need skilled and trained work force. Our formal education system cannot provide desired number of skilled workers. In such a situation alternative Open and Distance Learning model has the tremendous scope to tackle such problems. Open and Distance Learning Institutions effective Vocational Education and Training system can provide the quality learning outcomes at teaching institution cannot be achieved system is now well recognized for effective teaching learning process. Especially in developing countries where there is a need of providing training to large number of workers and with limited resources. In such situation similar Open Distance Learning models could play important and viable role in improving overall skills of workers.

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Demographic dividend – Focusing on Women in India

Poonam Khattar

Introduction

A BILLION PLUS and still counting..... This is how we describe our country...India. This growth in population is being seen as a young dynamic force, and expected to change the demographic, social and economic structure of India. When one looks at the population growth, which is also considered as demographic dividend, there is a debate and a concern whether we are prepared to reap its benefits as a result of this transition. The demographic dividend is the economic growth as a result of changes in the age structure of a given country. Therefore, variables such as health, family planning, education and economic policies must be prioritized to make good use of demographic dividend (Bloom 2003). It is a period spanning usually 20 to 30 years – when there are relatively fewer children and older generation to take care of; and a greater proportion of population which is young and in the working age-group-including women who enter work-force for the first time. In other words, it is characterized as period of smaller families, rising income, increased life expectancy coupled with social change, increased age at marriage, divorce, single person households (The Economist, 2011). Decline in fertility rates work as a main force behind the decline of population growth and in shifting the balance of age groups in a given population. Given medical and health services, and assured survival rates of children, the couples begin to have fewer children. Expansion of employment opportunities, combined with fewer dependent children and elderly and a growing working-age population increases income per person and spurs the country's total economic growth (Population Action International).

Where are we today?

There exist huge inter-state variations in economic, social, educational and health indicators, which need to be systematically addressed. One of

the important ways of identifying the window of opportunity for the dividend is the shift in age structure that comes with investments in family planning. Just as a global trend, we in India are witnessing longer life expectancy, smaller families, and less number of dependents. The norms related to family size are changing. Families are smaller as there is awareness of high survival rate, thereby opportunity to invest more for health and education of children. India has witnessed a significant decline in Infant Mortality Rate (IMR) from 79 during NFHS-1 to 57 during NHFS -3 per 1000 live births (NFHS-3). It further declined from 58 in 2005 to 40 in 2013 (SRS Bulletin Vol 49 No.1). Trends in Total fertility rates have greatly reduced from 3.4 in NFHS-1 to 2.7 in NFHS-3 and recent estimates report decline from 2.9 in 2005 to 2.4 in 2012 (SRS Bulletin Vol 49 No.1). As per the 2011 Census, the mean age of India was a young 24 years with median age ranging from 19 years in Meghalaya, 20 in Bihar and U.P to 31 in Kerala. About 60% of country's population will be in working age-group by 2020. Age dependency ratio is the ratio of dependents-people younger than 15 or older than 64- to the working age population in the age group of 15-64. The dependency ratio in India as per the World Bank has lowered from 54 in 2010 to 53 & 52 in 2012 & 2013 respectively. With fewer people to support, a country has a window of opportunity for rapid economic growth; provided there are appropriate social, economic policies supported with financial provisions for the young workers entering the work force. With more than one third of country's population below 15, children and youth should become the focal point of national development efforts, if India is to take advantage of the demographic dividend (Vajpeyi), and thus emphasizing the need to take concerted actions at policy levels.

What policy changes could contribute for demographic dividends in India?

Harnessing the Women work force

India ranks the second lowest in the Group of 20 (G20) economies when it comes to women's participation in workforce. As per World Economic Forum, India has scored the rank of 101 as an overall score and 124 of 136 nations in labour participation force. According to the Census data released in 2014, 160 million women in India; that is 88% of who are in the working age (15-59 years) are confined to their homes, rather than gainfully employed in the formal job sector (Gol, 2014). India's labour participation rate for women fell from just over 33.7% in 2004-5 to 29% in 2009-10. Out of 131 countries,

India ranked 11th from the bottom in female labour force participation. Women work force declined drastically in the last decade from 33.7% in 1991 to 27% in 2012 (UN Gender Statistics). Less than a third of working age women have jobs (lowest among the BRICs). Female participation has dropped over the past decade in contrast to other emerging markets. The percentage of female workers to total female population at National level increased from 22.3 % in 1991 to 25.8% in 2001. In the 15-59 age group, 80.7% male was economically active against 40% females during 2001 census (drop-in-article Census of India, 2011). The decreasing participation of women in the workforce contributes approximately 50% of the decline in the country's overall labour participation rate, which fell from 62% in 2000 to only 57% in 2010. According to a survey in rural areas, many women do not engage in paid work because of the low wage (Khera and Nayak, 2009). With large wage differentials the value of non-market goods production at home can be larger than the market production wage. This may have been reflected in the drop of rural women from unpaid or low paid self-employment, as discussed above, as more men found wage jobs. At the same time, the rural employment programme (NREGA) that offers women equal pay and quotas in rural work programmes, has helped raise female participation. Much of decline, especially since 2005, reflects a drop in unpaid female self-employment in agriculture upon a rise in agriculture incomes (Sorsa, 2014). Some of the reasons for low women workforce in India are poor working conditions, insufficient or insecure wages, especially in the un-organized sector coupled with poor economic policies and social dynamics. This implies that the under-representation of women in the workforce is a waste of the demographic dividend that India could reap from its young and quickly growing working age population (Report by Earnest & Young, 2013). In case India has to benefit from demographic dividend, it has to encourage women workforce. No doubt, this will have a multiplier effect in combating illiteracy, meeting key health indicators and also in eradication of poverty.

Empowering girls through Education

Education is the key to gender equality. Investments in the education and health of the girl child are the best investments for poor and the developing states and nations. At the macro economic levels, female education is associated with higher productivity, higher returns to investment, better agricultural yields and a more favourable demographic structure (Goldman Sachs Economic Research, 2008). This research benchmarks the magnitude of the 'growth premium' that a women's education could

generate- if right policies are in place. We also know that women allocate more resources to food and children's health in family than do men, resulting in better educational activities and health of the children. These 'intergenerational benefits' of female education have compounding effects subsequent generations. The potential of the young girls and women in this regard, needs to be garnered.

Workforce and Economic returns of education depend upon structure of job market

The speculations are that because educated women are more likely to work, the gender gap in employment will shrink over the next two decades. This could translate into higher rates of GDP growth and higher income per capita. The female education has impact on our Growth Environment Scores also, which assumes that not only more girls attend school, but also that female education leads to longer life expectancy (for both women and men). Education enhances the success rates of self- employed business by women. Creating more employment opportunities in India for girls, women will significantly affect economic growth.

About 17 Ministries of the Indian Government are currently engaged in undertaking various skill development initiatives, with a combined target of imparting skills to 350 million by 2022. The Ministry of Human Resource Development and Ministry of Labour and employment will play a significant role. To bridge this gap, the Government schemes and programmes need to focus on increasing women participation through grants and soft loans. It is also important to have more women trainers (Report by Earnest & Young, 2013). Primary challenge will be how to mainstream the girls and women to avail of opportunities of vocational trainings and simultaneously provide employment. The Gender auditing of policies such as NREGA should be undertaken and monitoring and evaluation should be an integral part of all social security policies.

Health

As highlighted above, the process of achieving demographic dividend is closely related to lower fertility rates coupled with low infant and child mortality. These transitions are not automatic. Also, the large young population by itself does not necessarily guarantee demographic dividend. To achieve the economic benefits of the demographic dividends, we as a nation must

substantially lower both birth rate and child rates (Population Reference Bureau, 2012). The government, donors and policy makers have to set up focused targets. The population policies of any nation in this regard are the most important components to seize the dividend through policy measures. Researchers in the field suggest interventions in following thrust areas: investments in family planning and reproductive health, increase access to family planning services, adolescent sexual and reproductive health education programmes and delay age at marriage as critical to achieving the desired outcomes. Stronger investments in family planning and reproductive health programmes further accelerate fertility declines, leading to an even greater cumulative income boost and a larger dividend (Bloom, 1998). Current investments in family planning must increase by three to five folds to meet the women's needs for family planning, stabilize births by 2030 in order to establish the conditions to cash on the demographic dividend. Slower progress will delay or we may even miss this window of opportunity for this demographic dividend.

Unwanted pregnancy is an important public health issues because of its association with adverse social, health, economic and demographic outcomes. (Singh & Hussain, 2010). Eliminating unwanted births and deaths leads to substantial reduction in fertility and rate of population growth (Bongaarth, 1997). About one-fourth of the women have reported that their pregnancy was unintended in all three rounds of National Family Health Surveys. The unmet needs for family planning are still large, 13.2% as per NFHS-3, as compared to 16.7% in NFHS-2. India has experienced gain in contraceptive use over the past several years, yet a gap remains and this is large between rural and urban population. Efforts need to focus on adopting client friendly quality of care approach which includes a choice of contraceptive methods, accurate information about the effectiveness, risks and benefits of different methods, counseling which is focused on informed choice. It is only when young women are empowered to choose family planning method and when to become pregnant; that we in India would be able to achieve the target of TFR as 2.1 as set in National Health Mission (2012-2017). For establishing the conditions for a demographic dividend, it is necessary to make investments in child health; education and gender equality as additional steps that contribute to family planning and in turn spur economic growth (Population Reference Bureau). This can reap a rich dividend only with participation of all stakeholders (Taneja 2014).

Challenges in harnessing the Demographic dividend

Improving health through education policies & programmes can significantly pay dividends. Thakur (2012) argues that at present, the future of Indian demographic dividend looks dim. To reap the benefits of a favourable age structure, the states of Bihar, U P and Madhya Pradesh will need to undergo serious reforms to improve the health and education conditions, create meaningful employment much faster and tackle widespread poverty immediately. Even though the gaps in literacy rates have reduced significantly and are being addressed with vibrant schemes, still there is a long way to go. Bihar and Rajasthan have lowest female literacy rates, 46.40% and 47.76 %. We need to give more incentives for school education and higher education, especially for girl's education. As envisaged in the 12 plan, universalization of secondary education by 2017 should be top priority. Initiating academic reforms to achieve excellence in higher education demands need to be exercised thoroughly. Various centrally sponsored schemes by the Government need to be monitored. Further, as suggested in many reports, we need to revisit policies of linking school education with vocational education so that the young are provided with the requisite knowledge and skills necessary to fully participate in the work/employment (Earnest and Young, AIMA).

India's age structure offers a potential demographic dividend for growth, but simultaneously it is a big challenge to provide productive employment for the emerging young population. Cincotta (2003) argues that if job creation is not enough to absorb the bulge in labour supply, the country will be in a position with a large cohort of young unemployed people who have no future prospects and will be prone to violence and crime. This potential will be realized only if the extent and the quality of education and skill development among the new entrants to the workforce are greatly enhanced. The skill building efforts planned during XI five year Plan, and fresh initiatives suggested during XII Five year Plans need to be monitored. The XII Plan Approach Paper has suggested ensuring graduate follow up data from all registered vocational training institutions. This will enable the Government and all stakeholders to see whether the system is responding to the employers' needs and devise policies accordingly. (GoI Approach to the 12th Five Year Plan).

Conclusion

Economic and job creation policies are one side of the coin and investments in young people, access to sexual and reproductive health is other aspect. Thus investments in education and access to family planning services must reach the young and the working age. This is especially important for girls as access to family planning and reproductive health services are critical for their full participation in workforce. In the health sector, there is still scope for reduction of infant mortality rate and to meet the Millennium Development Goals. The maternal mortality ratio and reproductive health of women remains a major concern. Despite improvements in the provision of maternal health care, at the current rate of change at no more than one percentage point a year, women's reproductive health will continue to suffer well into this century (NFHS-3). Unplanned pregnancy that results from a lack of contraceptives can impede a woman's ability to support her, with adolescent mothers half as likely as adult mothers to earn a salary. Providing access to family planning would help spur economic growth and employment to a healthy young population.

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Our Contributors

Dr. Lakshmidhar Mishra, IAS (Retd), [Former Secretary to Govt. of India, M/o Labour], Flat No. 69, Anupam Group Housing Society, Vasundhara Enclave, Delhi – 110 096.

Dr. Rameshwari Pandya, Head, Department of Extension and Communication, The Maharaja Sayajirao University of Baroda, Pratapgunj, Vadodara, Gujarat – 390 002.

Shri Sakti Pada Mandal, President, Satyen Maitra Janasiksha Samiti, 2/ 14 Chinar Park, Rajarhat Road, Kolkata, West Bengal -700 157.

Shri Ashok Kumar, Ph.D. Research Scholar, Department of Adult Continuing Education & Extension, Bamboo Structure, Faculty of Social Sciences, University of Delhi, Delhi – 110 007

Prof. V.K.Dixit, Department of Adult Continuing Education & Extension, Bamboo Structure, Faculty of Social Sciences, University of Delhi, Delhi – 110 007

Shri Atanu Kumar Sinha, Palli Samgathana Vibhaga Library, Visva-Bharati (Central University), Santiniketan, Birbhum, Bolpur, West Bengal – 731 235

Shri John Paul Raj.V, Dept of Management Studies, Christ University, Hosur Road, Bengaluru, Karnataka – 560 029

Ms. V.Manjula, Research scholar, Centre for Futures studies, Gandhigram Rural Institute – Deemed University, Gandhigram, Dindigul District, Tamil Nadu – 624 302.

Dr. T. Selvin Jebaraj Norman, Professor, Centre for Futures studies, Gandhigram Rural Institute – Deemed University, Gandhigram, Dindigul District, Tamil Nadu – 624 302.

Shri S. Seenivasagaperumal, Research Scholar, Department of Lifelong Learning & Extension, Gandhigram Rural Institute – Deemed University, Gandhigram, Dindigul District, Tamil Nadu – 624 302.

Dr. R. Subburaman, Professor, Department of Lifelong Learning & Extension, Gandhigram Rural Institute – Deemed University, Gandhigram, Dindigul District, Tamil Nadu – 624 302.

Prof. Poonam Khattar, Department of Education, National Institute of Health and Family Welfare, Munirka, Delhi- 110 067.

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