Editorial

This issue brings to the state-of-Art as well as major challenges in the field of education. In their article,

Dr. Rohini Sudhakar's insightful article, 'Creating Lifelong Learning Society' make of aware of the challenges of modern times and inevitability of lifelong learning to sail through in the 21st century knowledge society.

Dr. Sulabha Natraj provides and overview of English Language Teaching (ELT): Some Global Trends, Issues and Pointers for Teaching and Research in India.

Highly debated Draft National Educational Policy, 2019 has been summarized and reviewed by Dr. Frances Vaidya.

Indian Association of Women's Studies (IAWS) Suggestions and Feedback on UGC Women's Studies Guidelines 2019 have been compiled from Women's Studies Centres across India.

Note by Dr. Judy Grace Andrews on a document India, Higher Education Policy Update: Richard Grubb, London: Universities UK International, 2017 reveals amazingly altered its higher education landscape in India over last two decades with internationalization of higher education.

We request authors to send their original research-based articles and book reviews on issues concerning education. As Quest in Education publishes peer-reviewed articles, the authors should be ready to wait for seeing their article in print.

Vibhuti Patel   **Sonal Shukla**   **Ratnabrabha Rajmane**

DRAFT NATIONAL EDUCATIONAL POLICY 2019- A REVIEW

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The draft of the new National Education Policy (2019) led by the former ISRO chief K Kasturirangan and his committee in 2017 was handed over to the new HRD - Human Resource Development minister Ramesh Pokhriyal in 2019.

The cover page looks striking and self explanatory. The picture vividly depicts the areas of reformation in various aspects of education. It covers all aspects of education with special emphasis of addressing the challenges of **Access, Equity, Quality, Affordability And Accountability** faced by the current educational system. Due attention is proposed to the wholistic personality development , rural education and advancement of technology in alignment with the objectives of the 21st century education, bearing in mind India's traditions and value systems. It views wholistically the entire structure of education ,suggest ways of transforming it and provides certain recommendations.

SCHOOL EDUCATION

The committee proposed a major rearrangement of curricular and pedagogical structure with **ECCE- Early Childhood Care and Education** as an integral part of school education. The draft policy suggested an effective quality regulation or accreditation system for ECCE to be instituted as recommended in the National Policy (2013). The committee emphasized on co-locating Anganwadis, pre-schools with primary schools wherever possible. The formative years of the child is catered to as proposed by the committee.

Highest priority is suggested by the committee to achieve **Universal Foundational Literacy And Numeracy**. This is very essential and as proposed it should be taken as a national mission.

The committee recommended to **Reintegrate Dropouts** and ensure **Universal Access to Education** between the age group 3 to 18 by 2030 by carefully tracking students . Provision of effective and sufficient infrastructure was recommended. Need

to reach to the unreached, is a good proposal as recommended in the earlier National Education Policy which is now reinforced in the National Education Policy 2019.

A new curricular and pedagogical structure for school education based on cognitive and socio-emotional development stages of children

NO	STAGE	YEARS	GRADE	LEARNING
1	FOUNDATIONAL	5	3 yrs (Pre primary) 2 yrs (Grades 1 and2)	Flexible, multilevel, multifacted Play based, activity based, discovery based learning
2	PREPARATORY OR LATTER PRIMARY	3	Grades 3,4,5	Play based, discovery , activity, incorporate text book, more aspects of formal learning
3	MIDDLE OR UPPER PRIMARY	3	Grades 6,7,8	More formal and pedagogical and curricular style of elementary stage Introduction of subject teachers for learning discussion of more abstract concepts- experiential learning within subjects and relations among different subjects, introduction of specialized subjects
4	SECONDARY - 8 semesters(2 semesters each) Student must take 5-6 subjects each semester	4	Grades 9,10,11,12	Multidisciplinary studies, critical thinking, greater flexibility, elective courses

The new educational structure of 5+3+3+4 is just a another division of 10+2+3 pattern. However, the focus is on quality education, more emphasis on different type of education as per the developmental stage. Focus on the different innovative ways is what the committee proposes which involves experiential learning, critical thinking, activity based and discovery learning with lesser emphasis on rote learning.

Reduction of content load in the school education curriculum was proposed by the committee which is very important in the modern scenario. It is very vital for the wholistic personality development that is very well proposed by the committee of no demarcation of curricular, co-curricular or extra-curricular areas and all subjects including arts, music, crafts, sports, yoga, community service, etc will be curricular. Development of core capacities- life skills and the 21st century skills are suggested through active pedagogy.

Major revamping of teacher education is proposed by the committee which demands immediate closing down of sub-standard teacher education. The committee suggest that all teacher education colleges must be a part of the university or multidisciplinary colleges. Minimum qualification for teachers should henceforth be 4 years integrated specific B.Ed. programmes. This will help to bring in quality in content and increase the efficiency and effectiveness of teaching. There should be a cordial linkage between schools and teacher education institutions. The lack of communication regarding the demands of the teacher education programme in line with the schools creates a gap between the two and thus dampens the very core of the objectives. Due consideration must be given to filling the gap with the two and sensitize the need to be connected.

HIGHER EDUCATION

The committee proposed the restructuring of higher education in to three types where the type 1 will focus on world class research and high quality teaching. Type 2 higher educational institutions will focus on high quality teaching across disciplines with significant contribution to research. Type3 will focus on high quality teaching for undergraduate which will be driven by Mission Nalanda and Mission Takshashila. This will help in regulating the quality in higher education which is the need of the hour. The quality of education is going down day by day and in order to be on par with world class education this is most required.

Multiple exit and entry points for undergraduate programmes e.g B.Sc, B.A, B.Com, B.Voc. is proposed by the committee. This would prove beneficial to pursue their higher education.

The committee proposed setting up the **National Higher Education Regulatory Authority (NHERA)** in place of the existing individual regulators in higher education whether professional or vocational education. The role of AICTE and the Bar Council of India would be now thus limited to setting standards for professional practice. University Grants Commmission (UGC) will therefore only limited to providing grants to higher educational institutions as proposed by the committee. The draft policy recommends separating National Assessment and Accreditation Council (NAAC) from UGC into an independent and autonomous body wherein the NAAC job is as the top level accreditation and will assess all higher educational institutions once in every 5 to 7 years. The committee recommends that all existing educational institutions should be accredited by 2030. This is a very bold step to bring in quality in higher educational institutions.

Establishment of **A National Research Foundation** is recommended by the draft policy which is an autonomous body for funding, mentoring and building the capacity for quality research in India. Making the undergraduate an interdisciplinary programme is recommended in the draft policy wherein there is scope for specialization as 'major' and optional area as 'minor'. The committee proposes to setup a five Indian Institute for Liberal Arts as model multidisciplinary. Continuous Professional Development is recommended by the policy draft to motivate faculty as the committee felt that the faculty is less motivated due to loads of work and poor teaching conditions. They also recommended the student ratio should be 30:1. The draft policy recommends optimal learning environment wherein the draft policy suggest that complete autonomy must be given to all higher educational institutions on curricular, pedagogical and resource-related matters for better quality education.

The draft policy recommends the creation of **National Education Commission or Rashtriya Shiksha Aayog**, as an apex body for education which will be headed by the Prime Minister. This body will be responsible for developing, implementing, evaluating, and revising the vision of education in the country on a continuous and sustained basis. It will oversee the implementation and functioning of several bodies including the National Council of Educational Research and Training (NCERT), the proposed National Higher Education.

Regulatory Authority, and National Research Foundation.
The Ministry of Human Resources and Development must be renamed as the Ministry of Education in order to bring focus back on education. The Draft Policy reaffirmed

the commitment of spending 6% of GDP as public investment in education. It must be noted that the first National Education Policy (NEP) 1968 had recommended public expenditure in education must be 6% of GDP, which was reiterated by the second NEP in 1986. In 2017-18, public expenditure on education in India was 2.7% of GDP. Double increase in public investment in education is proposed, wherein 5% will be utilised for universities and colleges (higher education), 2% will be utilised for additional teacher costs or resources in school education and 1.4% will be utilised for early childhood care and education.

Technology in Education is the need of the hour and thus the draft policy recommends focused electrification of all educational institutions as electricity is a pre-requisite for all technology-based interventions. It recommends a National Mission on Education through information and communication technology which will encompass virtual laboratories to provide remote access to them in various disciplines. An autonomous body called a National Education Technology forum, is proposed to be set up under the Mission which will help to facilitate decision making on the induction, deployment and use of technology and will provide evidence- based advice to both the central and state government on technology- based intervention.
Copyright-free educational Resource will be made available in multiple languages in a **National Repository on Educational Data** in a single online digital repository as recommended by the committee wherein all records related to institutions, teachers and students will be maintained.

The committee observed that **Vocational Education** in India needs immediate improvement and it recommends integrating vocational educational programmes in all educational institutions be it schools, colleges and universities. This is a revision as suggested by the National Policy on Skills Development and Entrepreneurship (2015). The draft policy 2019 suggest that all school students must receive vocational education in at least one vocation from grade 9 to 12. Vocational courses needs to be integrated into the undergraduate education programmes as recommended by the committee. The draft Policy targets to offer vocational education to up to 50% of the total enrolment in higher education institutions by 2025, up from the present level of enrolment of well below 10% in these institutions.

The committee recommends separate fund to be set aside for the integration of vocational education into educational institutions.

With respect to **Adult Education**, the committee has proposed to include Adult Education Centres in the proposed school complexes. At the National Institute of Open Schooling, the committee suggests relevant courses for youth and adult. A cadre of adult education instructors and managers, as well as a team of one-on-one tutors will be created through a newly-established National Adult Tutors Programme.

The Draft of the National Education Policy attempts to improve the entire educational structure in all aspects.Many recommendations suggested is indeed the need of hour. It appears to be authentic, transformative and in the right direction. However, the implementation of most of the recommendations will thus lead to the effectiveness of quality education.

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"IAWS" SUGGESTIONS AND FEEDBACK ON UGC WOMEN'S STUDIES GUIDELINES 2019 COMPILED FROM WOMEN'S STUDIES CENTRES

Genesis and History of Women's Studies

University Grants Commission (UGC) programme of Women's Studies Centres began in 1988. The idea was to create an interdisciplinary space within colleges/universities, which would promote teaching and research on issues to do with women. The impetus came from several sources. The women's movement had been gathering force since the last years of the 1970s. The international year (1975) and then decade (1975-1985) of Women had focused attention on women's issues. The UN conferences on women (Mexico 1975, Copenhagen 1980 and Nairobi 1985) had energized feminist scholars in India. The starting point of women's studies, many argue, was the 1974 report Towards Equality, published by the Committee on the Status of Women in India. This report drew attention to women's deteriorating condition in the spheres of health, employment, societal status and political participation. The findings prompted the Indian Council of Social Science Research to fund research projects on women in universities. In 1974, a unit for research on women was set up in the SNDT Women's University, Bombay, officially becoming a centre in 1985. In the same year, UGC, along with IAWS, organized a seminar on the possibility of Women's Studies Centres within higher education institutions. In 1986 UGC brought out the guidelines for Development of Women's Studies in Indian Universities and Colleges. This was followed by the establishment of WSCs. In 1988, there were five centres to start with: Delhi University, Calcutta University, Benaras Hindu University, Kerala University and Punjab University. The centres grew rapidly. By the late 90s, in a decade, there were more than sixty centres and at the current moment, there are more than one hundred and sixty centres. The history of WSCs has a specificity of its own. Despite their huge diversity according to local conditions, the centralized control of UGC gave them a common set of advantages as well as problems. They worked also in conversation with WS practitioners in departments and disciplines in colleges/universities, who were not in WS institutional locations and with those in the women's movement, who also brought huge energy and learning to the development of WS in India. In the short three sections that follow, we focus only on the trajectory of the UGC WSCs.

Teaching and Pedagogy

At the time of the founding of the WSCs there was considerable debate about whether WS should be considered a 'discipline' or an interdisciplinary field. Many scholars preferred to define it as a critique and a critical approach to scholarship and thus as more a field of research than a subject for taught degree courses. It was felt by many that the study of women should not become a 'feminist ghetto' in the academy. The mandate was of 'gendering disciplines'. The WSCs in the colleges and universities were imagined as

bridgeheads that would help transform other disciplines (mostly in arts, humanities and social sciences) by persuading the inclusion of a gender perspective. It was felt that women's studies was not a course with a curriculum and teaching methods, but should aim to incorporate women's voices in the academia, recover women from history and make social sciences conscious of women's issues. However, this was not a consensus. There were attempts at teaching courses almost from the beginning. The WSC in Alagappa University (Tamil Nadu) started an MA course in 1988-89, soon followed by NMKRV College for Women (Karnataka). Unsurprisingly, women's institutions were hospitable to these developments. Thus, Mother Teresa Women's University (Tamil Nadu) and Sri Padmavati MahilaVisvavidyalayam (Andhra Pradesh) also began MA courses about the same time. Thus, while western India pioneered WS institutions, it is institutions in the south that led the way in integrating women's studies in the teaching curriculum of higher education. By the 1990s, the WS community had realized that an existence within colleges/universities without any teaching activity led to isolation and marginalization. Most WSCs started some kind of teaching activity. The RCWS at SNDT University (the first to have been established) started a certificate course in 1997. The WSC in Goa University, for instance, began teaching optional courses in Sociology from 1998. Around the same time, the WSC in Jawaharlal Nehru University also began teaching a course within an M.Phil programme. Some WSCs began preparation for independent M.Phil programmes. Such a programme was launched in Jadavpur University in 2000. Many others followed in these footsteps. By 2009, there were several MA, MPhil and PhD programmes in WS across the country. Even though small in number, there are also BA programmes. For instance, PG Govt. girls' College in Chandigarh, FMKC College in Kodagu, Chhatrapati Shahuji Maharaj University in Kanpur, Hiralal Mazumdar Memorial College in Kolkata, all offer B.A. (Women's Studies). Calcutta University offers WS as one of three subjects in the BA programme, being a subsidiary if chosen by a student taking Honours. It should be borne in mind in addition that WS has been a subject in the NET examinations since 1992.. With the variety and proliferation of teaching programmes, there were concerns about standards and uniformity. The UGC responded in 2010 with a Curriculum Development Committee to create a 'model curriculum' as exists in most mainstream disciplines. There was some concern about such forced uniformity, but in the end, an expert group of about 30 members drawn from across the country, agreed that it would be a worthwhile exercise. The committee included scholars in WS institutional locations as well as those in other mainstream departments or even some scholars not based in conventional higher education institutions. The CDC split into two working groups—a graduate and an undergraduate group. They laboured for about a year. In August 2011, when the groups had reached the stage of final drafts, the committee went into cold storage. The suspended drafts are no doubt somewhat outdated by now. The introduction of teaching programmes led to a great expansion in engagement with WS but

there were also institutional bottlenecks, which is part of the crisis of the present. Just to flag some of these institutional issues (a) movements between disciplines and interdisciplinary fields of students as well as teachers; (b) transition across levels of courses; (c) problem of employability and definitions of eligibility; and (d) the informal hierarchy of disciplines and powerful forces of territoriality. Apart from institutional issues, there have also been questions of appropriate or adequate pedagogy. Is the WS classroom the same as any other? It should not be if our aim is to promote critical thinking. Indeed, so it has proved. Even though many centres do not overtly use the term 'feminism', some do and most courses reflect the political imperatives of feminism to a greater or lesser extent. The term that is used is the 'women's studies perspective'. This has been about producing knowledge with self- reflexivity. Contemporary scholars of women's studies argue that WSCs have helped us question and challenge the 'male' or 'mainstream' points of view. There has been a more complex problem of how to accommodate marginal voices within women's studies. Thus, issues of caste, disability, sexualities and queer politics have caused tensions and conflicts while they have also enriched the WS learning experience. This has given new urgency to debates over intersectionality. It should be mentioned that during the IX Plan period (1997-2002), the UGC introduced the phase system. This means that the WSCs were graded according to their stage in development through evaluation by expert committees. The criteria for determining phases included, among other aspects, courses taught by the centres. This was an additional incentive for starting to teach courses and many centres introduced some element of teaching in this period. This demonstrates the extent to which WSCs have been responsive to encouragement from UGC policy. Initially, WSCs were divided into three phases depending on their range of activities. In 2011-12, the notion of an 'Advanced Centre' was introduced, following much discussion on the possibility of extending the Special Assistance Programme to WSCs. Given, however, that the infrastructure pattern required for SAP was not followed in the WSCs, this innovation was an attempt to forge a separate route to an 'Advanced' status with enhancement of UGC support. Initially, three centres were awarded this status; since then the number has now grown, but we have yet to have a definitive list of Advance Centres from the UGC. Indeed we have been looking forward to a comprehensive list of WSCs and their location in different phases from the review initiated in 2017, which we expected would be provided as a preamble to the new guidelines. We suggest that a report on the present status/phase of the various WSCs be included as part of the introduction to the final guidelines, along with an account of the course of development of the WSCs with UGC support.

Non-Formal Education and Extension Activity

At inception, WSCs were placed under the head of Non-Formal Education along with Adult and Continuing Education. This led to an emphasis from the beginning on what

UGC has termed Extension activity. By this they mean that scholarship should be taken to the community rather than being limited to the college/university campus. This is an expectation from all academic disciplines. In the case of WS, however, the 'Extension' has acquired, either by intent or by interpretation, similarities with old-fashioned social work. This has proved a difficult problem for WSCs. The problem has two dimensions. The first is simple and straightforward. Most mainstream disciplines do very little 'extension' work and consider such practical work to be inferior to the more scholarly and theoretical pursuits of the academy. Thus, the requirement of extension activity can (and does) in some university locations inferiorise WS within the academy. Its rigour and discipline comes under doubt. The second problem is more complex and somewhat ironical. From its inception, WS has seen itself in tandem with the women's movement. Indeed, some of the pioneers preferred the term, 'women's studies movement'. In its early stages, women's studies programs were seen as complementary to social activism. Scholars acknowledged a responsibility for creating social awareness and engaging in activism. The task of creating a critical and interdisciplinary knowledge system was seen to be a part of the imperative of the movement. This connection was fostered with the relationship between Indian Association of Women's Studies and the WSC programme of the UGC. However, the 1990s was a difficult decade in some ways. The women's movement entered a phase later termed 'NGOisation'. Thus, there was a double (and sometimes contrary) institutional imperative—that of WS within university settings with their own structural/financial problems; and that of women's groups, acquiring more institutional stability with evolving patterns of funding. Thus, 'extension' became somewhat fraught and roamed the blurry edges of WSC's 'policy' engagement, women's movement praxis and NGO 'activism'. While we are on the subject of NFE, we should perhaps briefly mention a sister programme, at one time run conjointly with WS. This was called Capacity Building for Women Managers in Higher Education. The project was first introduced in India by the Commonwealth Office (London) and later taken up by UGC. The project began in 1997 and was housed in the WSCs. In the XI Plan, it became independent of WS but it was terminated at the end of the Plan. The programme had five focus areas: women's studies perspective, professional and personal roles, academic leadership, governance and research. Thus, the question of extension has been a contested and somewhat debate-ridden terrain. In the meanwhile, in the XI Plan period, WS was pulled out of NFE to become a stand-alone programme of the UGC. This allowed much more flexibility, since the NFE was governed by its own extant rules. From the XI Plan, moreover, UGC guidelines began to focus more on teaching and research and less on extension, correcting a much-resisted attempt in the X Plan to tilt the balance in favour of extension. Thus, in many respects, the XI Plan marks a second watershed in the UGC's policy regarding WSCs (the first being the phase system introduced in the IX Plan). WSC's long history in the NFE has created other lesser problems, which have caused

considerable administrative confusion. One of these is the nomenclature given to positions in WS awarded by the UGC, which do not match the usual designations or scales of salary current in many colleges/universities. Of course, state universities have some diversity to begin with but the UGC's gifts to WSCs have compounded the problem by including novelties, without known points of reference. Thus, the first post of Research Officer was gradually converted in most universities to Lecturer/Assistant Professor but in many universities, where this has not yet been possible, there is considerable confusion as to the duties and remit of the incumbent. If an RO is not NET qualified, s/he cannot teach and officer posts normally do not require NET. There are others of such ilk— 'Programme Assistant', for instance, in the XII Plan. These are not difficult problems to resolve but the nature of the problem needs acknowledgement and redressal. In this, it may be recognized that a whole host of research and programme officers and assistants have worked, taught, and contributed over several years to the development of WSCs pay grade anomalies have compelled them to do all this at exceedingly low salaries that are not commensurate to either qualifications or designated work. We suggest that the guidelines take cognizance of the confusion created by having positions in WSCs at variance with other regular posts, and existing inequalities in pay grades be abolished, whether they are on contractual or regular posts. This would be a step forward towards addressing the tendency to marginalize and ghettoize WS.

Research and Faculty

The UGC WS programme has been a remarkable success from almost any point of view. But for a crucial design flaw, it could have been even more successful. In the only full-length study of WS in India, Women's Studies and Women's Movement in India since the 1970s (2007), Kusum Datta argued that the best and most cutting-edge research on WS came not from WSCs but from mainstream university departments. This was ten years ago. The scenario is changing slowly. However, the chief difficulty is that research is a long-term activity and the ad hoc and temporary character of WSCs has not encouraged the kind of research investment we desperately need. Even though Plans were supposed to be for five years, in effect the uncertainty began immediately after a formal term ended and it took time for the processes of a new plan to develop. Thus, for thirty years, WS has grown staggeringly but has achieved no real measure of stability. Initially, it was imagined that the interdisciplinary field of WS would be created by the physical proximity of experts in different disciplines within the institutional space of a 'centre'. Thus, women (or feminist) scholars already employed in different college/university departments came together to work in the WSC. There was no arrangement in place to allow such scholars to get time off teaching or administrative work in their primary departments. It was a

beautiful replication of women's double burden in the wider economy. Even as women did the home shift (for love) after the office shift (for money), women scholars did WS (for love) after they performed all their duties in their department (for money). Not surprisingly, the model was not sustainable. Even if many feminist scholars were willing, there was a limit to what they could do after a full day's work in their own departments. Some departments may have extended informal cooperation but there were many that did not. The real push came with the introduction of teaching courses. Ad hoc and part-time teachers found it impossible to provide the sustained attention demanded by a body of students. Thus, WSCs began to apply for dedicated permanent faculty. From about the IX Plan, such appointments began to be sanctioned. The actual appointments began towards the end of the X Plan and beginning of the XI Plan. These were mostly sanctioned posts, with concurrence (either from UGC or State governments). From the XII Plan, a number of posts were approved on a contractual basis. In the Advanced Centres, the number of faculty sanctioned was eight. As per norms, UGC intended that in state universities, these could become permanent with concurrence from state governments. However, state governments did not give concurrence in the period of the Plan and this is a major aspect of the present crisis- the future of contractual teaching jobs introduced under the XII Plan. We support the thrust in the section on Organisation in the draft guidelines which states 'Women's Studies should be organized as a separate discipline or department.' That is indeed a primary objective of the WS programme. In practice however, this is a slow process that faces many obstacles and considerable resistance in terms of provision of adequate support for the faculty and staff required to run a department. As a result, development and teaching of departments of WS have also had to be supported and funded by the WSC programme. We hope that the UGC will support and sanction adequate numbers of regular posts in WS departments at all levels of faculty for transforming WSCs into full-fledged departments in Central Universities and suggest that the guidelines state this commitment of the UGC in the form of a clear statement. With regard to State Universities, the problems of transforming WSCs into full-fledged departments has been even more difficult, and the steps that have been taken in this direction, have been possible only with salaries of many of the teachers and staff being supported by UGC under the WSC programme. Such a situation is likely to continue for some more time. We would urge that the new guidelines take a realistic assessment of the situation into account, and suggest that a commitment to continued support to teachers and staff under the existing WSC programmes in State Universities be clearly spelled out. This is necessary till an adequate number required for a full-fledged department receive concurrence from their respective institutions and state governments.

Funding and Budgetary Provisions

It is in such a context that it must be said that the annual grant of Rs 35 lakhs for University level WSCs envisaged by the draft guidelines, of which 15.75 lakhs is the amount for salaries appears wholly inadequate to meet current requirements of existing University level WSCs. Since this works out to budgetary provision of a mere 1.3 lakhs per month for salaries of any and all WSCs in universities, regardless of their size, level of development, current staffing pattern, etc., it is obvious that many centres would actually close down and even existing departments would be depleted to the point of unsustainability. We would like to point out that at an overall level, since the flat amount of 35 lakhs envisaged for universities makes no acknowledgement of phase of development, the budgetary provisions for university centres in the draft guidelines works out to an annual cut of 12.5 lakhs for Phase II Centres, 29 lakhs for Phase III Centres, and 40 lakhs for Advanced Centres in universities. Such a huge cut would be crippling for most of the WSCs in universities. If one goes into a slightly more detailed comparison between the present draft and earlier guidelines, it becomes clear that the main cut is in salary budgets for university WSCs. The budget breakup proposed by the draft guidelines would lead to a slashing of the annual salary budget of university WSCs by 9.05 lakhs for Phase I Centres, by 21.45 lakhs for Phase II Centres, by 34.65 lakhs for Phase III Centres, and by 42.65 lakhs for Advanced Centres. Such a cut would inevitably and immediately lead to non-availability of personnel for existing teaching and research guidance programmes in University WSCs, as many of the teachers and staff who had been appointed for running these programmes would no longer have their salaries supported by the UGC. It may be clear that such massive cuts would lead to disruption of ongoing teaching and research programmes in universities, adversely affecting the students involved. The consequent shrinkage community of women's studies scholars would also affect the College level WSCs adversely, as they would find it increasingly difficult to find trained women's studies scholars (from universities) to lead their WS programmes, defeating the very purpose of any increased allocation to the colleges. We would therefore urge that the allocations for university level WSCs and related budgetary provisions in the draft guidelines be revised. In order to prevent any retrogression in the development of Women's Studies, the earlier pattern of salary support according to phases of development may be continued, with an additional proviso that reiterates the objective of converting all Centres into Departments in a time-bound manner. In the service of such an objective, gaining concurrence for the existing posts and any new posts required for sustaining and fulfilling the demands made on Women's Studies Departments, may be completed by 2025. An increased emphasis on College level WSCs in the draft guidelines is indeed welcome and we support the enhancement of the allocation to College level WSCs to Rs 25 lakhs. Yet we would emphasise that if growth and development of WSCs and WS

departments in universities, college level activities and potential growth would be severely inhibited and impoverished.

Compilation of Feedback from the UGC WSCs to be considered in the formulation of the New UGC Guidelines 2019

1. Development of teaching programmes in Women's Studies with critical and innovative curriculum, pedagogies, evaluation practices and resources focusing criticality and relevance or employability of education is a necessary component of Women's Studies Department. With such a focus, the centres will bring its teaching ahead and provide a space for women's studies researcher to do research by keeping gender as an important category.

2. To enable Women's Studies as a full-fledged Department to increase the importance of WS/GS in different disciplines, expanding the fields of employment, and Development of the Discipline, Women's Studies B.A, MA, M.Phil, P.G Diploma, Diploma, Certificate, Foundation Course and Certificate programme can be offered to mainstream Women's Studies and influence each discipline to incorporate Women's Studies/Gender Studies.

3. Department of Women's Studies to have strong footing in the University System and expand intellectual breadth and theoretical diversity of women centered knowledge and to inform the students the contemporary feminist theory and praxis with the focus on understanding processes for producing inclusive, critical and socially relevant, interventionist knowledge. It seeks to bring a synthesis between indigenously relevant feminist knowledge and the institutional emphasis on preparing cadres of social and development workers that will realize the dreams of sustainable, equitable and participatory development, social welfare and social justice by combining feminist theory and praxis.

4. The Women's Studies Programme must draw from global feminist movement and international and Indian theorizations on women. A wide diversity of interdisciplinary courses can be offered on feminist research, gender and science, inter-sectionalities of gender, caste, class and tribe, issues of sexuality and violence, gender poverty and livelihood concerns, feminist critique of development and mainstreaming gender in development, issues of women's work, health, education, media, law, governance and environment etc. to contribute towards developing a critical understanding of the questions of women and their relation to society.

5. The programmes offered under teaching need to enable the students to find their professional careers in diverse settings such as in academia, journalism, Research institutions, Programme and policy framing Departments of the State and Development Sector, etc as development workers and activists, civil and administration, especially

women and gender departments, national and international organizations working on women and gender issues. The Students trained in WS must be sought after by all possible National and International so that the discipline will get development and gender as a category of analysis, gender sensitivity will fast spread to take the society towards justice.

6. There will be initiatives to inform all the State, and Central Government to accept the Women's Studies equivalent to the any other discipline and incorporate WS in their recruitment and also in Public Service Commissions and the Government Development and livelihood projects. The NGOs, all the Ministries and Departments which has already into gender budgeting and gender auditing, implementing the Sexual Harassment at Work places Act 2018, Gender Sensitization etc need to be informed to take Women's Studies Graduates to be employed.

7. Integrated M.Phil./ Ph.D. programme in Women's Studies can be offered to train scholars with a theoretical and empirical commitment to gender justice, and to advance the research and scholarship to have a special focus to familiarize scholars with Indian and regional perspectives and writings and theorisation and intersections and understand the feminist theories and methodologies and take it forward to research.

8. Teaching in other programmes: It has been underlined in the earlier guidelines that the WS courses and programmes must focus on engendering various discipline by creating gender sensitivity so that every discipline in science, arts, humanities and social sciences, languages, engineering and technology, medicine etc. to revisit their own curriculum with the gender perspective and incorporate in each course the gender component and introduce gender as a category of analysis. Hence the WSCs need to take up engendering the disciplines as the foremost activity and accord priority.

9. This can be done as follows: Invite experts in Women's Studies to conduct workshop, summer schools, refresher courses, short term courses, Faculty Development Programmes on Women's Studies and Gender Studies to the faculty members of various disciplines from the entire University and college as a compulsory exercise by the University

10. Train to get sensitized on incorporating Gender perspectives in the curriculum of all the disciplines and inform the members of Board of Studies to incorporate gender and women's Studies components in each course discussing in the Board of Studies and change the syllabus incorporating gender to ensure gender to go as a category of analysis and build perspectives on gender.

11. Review Workshop to be conducted by the Department of Women's Studies to assess the gender inclusion, where the WS Department may approve before taking to the Academic Council for which the Universities may need to appoint the Women's Studies/Gender Studies experts in the Academic council of the colleges and Universities.

12. Gender Sensitization must be part of the teaching and training programme where Foundation, certificate and Value added courses, a few credit based non-major Elective and Interdisciplinary courses can be offered where the Department of Women's Studies, can invite the students of all humanities, social sciences and sciences to do. This would engage the faculty members of Women's Studies and help in mainstream women's Studies

13. The Centers can be converted into the Department when the teaching programmes are offered. WS Centers will serve as nodal centers to undertake this teaching with the provision of Core Permanent faculty to impalement this vision Teaching Positions will be regularized in order to provide the continuity of the teaching and research programmes as per state of the WSCs.

14. Women's Studies being Interdisciplinary, every Research Scholar will do a bridge course on Women's Studies/Gender Studies as part of the Ph.D course work to focus their research with the WS perspectives. UGC need to communicate to the University to include this in their respective Ph.D Regulations.

15. Teaching Programmes which could be offered by the Departments:

• B.A Women;s Studies (Colleges)

• B. A Gender Studies. (Colleges) All the other courses can be offered by both Colleges and Universities

• M. A Women's Studies

• M.A Gender Studies

• M.A Gender and Women's Studies

• M. A Women's Studies and Entrepeneurhip

• Masters Programme in Gender, Culture and Development

• Diploma in Gender, Culture and Development

• M.Phil. In Women's Studies

• Ph.D in Women's Studies

• Post Graduate Certificate course in Women's Studies

• Postgraduate Certificate Course in Gender Studies in India

- Undergraduate Certificate Course in Gender and Culture

- Undergraduate Certificate Course in Gender and Development

- MA in Gender and South Asia

- Developing Online course on Gender Studies

- M.A Women Entrepreneurship

- M.A Gender & Development Studies

16. Full time and Permanent Faculty Positions will be appointed with teaching faculty equivalent to the staff pattern of other Statutory Teaching Departments in the similar UGC pay scale, service conditions, and mode of recruitment which may have a minimum positions of Asst Prof-2 Associate Professor -1 and Director cum Professor -1. There will be additional positions for teaching as per the place of the Phase of the Centers and Advanced Centres as defined in the Budget pattern.

Research

Research is another major area in Women's Studies. Teaching and Research are continuous interlinked processes and the two form the lifeline of the discipline. WSCs and Departments may take up research leading to action researching using both qualitative and quantitative techniques. WSCS must give research its due place to enable critical enquiry that will help to contextualize the discipline at the local level and link it with the regional, national and international developments and processes. Continuous Teaching and research enabled Women's Studies to act as a catalyst in changing women's lived realities which has paved the path for creating a more equitable, inclusive and just society. Moreover, research in Women's Studies being interdisciplinary and multi-disciplinary needs more rigorous training to handle the nuances and dilemmas and therefore the WSC/Dept. are better equipped to provide the guidance for Feminist, Gender and Marginalized Inclusive Research. Post-doctoral fellowships for students will be continued to enable to create trained Research scholars competent for these fellowships.

- Documenting the experiences of regional level Women Development contributions, regional level women's movements as Case studies can be part of the Research. The thrust areas of Research can be focused on the issues at the International, National, Regional and Local. WSCs will take up research focusing on the regional issues bringing to the National and International limelight. Hence the regional level leading to National level research studies need to be conceived off to bring out the real needs of women, children, LGBQT, persons with disability, minorities, rural and urban grass root and other marginalized as

Policy Research to provide evidence based research for State Policy. The Research policy suggestions must be implementable as action research at the regional and local contexts which may also be part of the focus of the Research Studies as WS research, teaching and field outreach go hand and hand. Apart from the micro level core regional and context specific issues along with the macro thrust areas of concern which are hither to unexplored, it is possible to identify new and emerging areas of the research which may be proposed and taken up by WSCs. Centre through is to produce a cutting- edge research on gender, caste and difference as well as mapping teaching and research practices in women's studies.

The issues to be concentrated which are dynamic and continue to be present to be researched may include:

• Family and marriage, child marriage, domestic violence, legislative reviews of gender bills/Acts, labour, migration, collectivization, prison reforms, media and globalization, women in microfinance, visual histories, gender and sexuality in health, education, housing and public accommodations, early marriage, environment; agriculture development; issues of water and women's rights to natural resources; health; migration, new reproductive technologies; urban and rural poverty; macro policies and micro level impacts with respect to gender; women's empowerment; violence, feminist theory and methodology and Sustainable development. Based on the issues highlighted the suggestive areas of research in Women's Studies may include: Suggestive Areas of Research:

• Archiving and Documenting unheard voices of women and other genders from various fields, action research on 'traditional practices' by women belonging to various communities and regions, leading to livelihood opportunities.

• Memories, Cultures, Movements: Archiving Women's Histories

• Gender and work : Declining Female Labour Force participation • Gender, Caste and Sexuality

• Gender and Nation

• Gender and Social Movement

• Gender and Development

• Gender, Health and Society

• Gender, caste and labour practices

• Gender and Culture; Gender, Media, and Representation; Feminist Thought; Writing and Translation

• Comparative Studies; Identity Movements

• Dalit and tribal women empowerment strategies with cross cultural perspectives

• Burning social issues, such as, dowry, female feticide, domestic violence and sexual assaults. • Gender justice and social norms – processes of change for adolescent girls and women • Sexual harassment at workplace

• Gender and Violence, Declining Sex Ratio

• Women in decision making etc.

• Missing Girls &Trafficking : Tourism and Gender concerns

• Life study disorders in working women

• Different Faces of Feminist Organizing and contributions

• Women in the North –East: Changing Role and Status, Women Narratives

• Inter-linkages between cultural practices and social processes in the North East India in a Gender and Inclusive perspectives

• Gender Concerns of Witch hunting, Customary laws, Land alienation, Succession laws, Ethnic identity, Diversity, Mental Health, Displacement and Development

• Gender and Governance

• Sports in a gender and marginalized perspectives

• Micro Finance and women in Business from a grass root organizing, Self Help Group Movement • Muslim Women, Minority and Impact of Violence

• Women and Science

• Changing Men's Identity

• Engagement of Women in Risk Governance.

• Women and Religion.

• Women Entrepreneurship in a gender perspectives

- Gender audit in Higher Education

- Status of the girl child in India

- Aging and Gender

- Integrating Equality and Quality

- Election, voting and women

- New forms of Violence in the cyber era and changing role of women and changing context and concept of empowerment of women.

- Literature & women's writing, film & theatre, culture, marginalities, queer studies, Law & Human rights, sexuality, health, reproductive rights, movements etc

- Gender and Social Institutions. 'Her Story, Her Voice: Oral Narratives of Women Achievers • Early child marriage.Reproductive and child health

- Nutrition and Wellbeing • Rape victim and their rights

- Sexual harassment, child trafficking, impact on social life

- Uniform Civil Code and its implications on Women

- Adolescent Health: Contemporary concerns and Policies

- Collective organizing :Needs and concerns towards reaching the critical mass

- Women's Health and Menstrual Hygiene

- Migration and Women's Vulnerabilities

- Social Mapping of Women and their contributions

- Social impacts of Development -Tourism- Migration Construction

- Gender Friendly Policies in Higher Education

- Gender , Sanitation and Menstrual Hygiene

- New and Assisted Reproductive Technologies

- Water and Gender and Governance.

- Adolescent Women workers in camp labour scheme

- Globalization and Gender

- Women in Corporate, IT, Defense Sector

Staff Positions

Permanency of the faculty members to get research grants and research projects from other Centres. There were several funding, Ministry of Human Resources Development; Indian, Ministry of Women and Child Development, ICSSR, UNICEF, UNDP, UNDEP, UNESCAP , UN Women, US Aid, State and National Commission of Women, CEHAT, DST-NRDC, Ministry of Rural Development, Ministry of Textiles, Lawyers Collective, Ford Foundation; DFID, British Council; WHO; ILO, ICRW, AJWS, Indian Institute of Human Settlements, Habit for Humanity India, Save the Children, Linnaeus – Palme Grant, IIHS, Habitat for Humanity India,. Sir Ratan Tata Trust, Rosa Luxemburg Stiftung, American Jewish World Service, Oak Foundation, India Foundation for the Arts, Ministry of Panchayati Raj, NIRDPR, ICCR, Higher Education Councils of the State, National and State Human Rights Commission, Entrepreneurship Development Institute-DST, National Common Wealth Human Rights Initiative, Sephis Foundation, Shastri Indo-Canadian Institute, US consulate, NABARD, Ministry of Education-SSA, Social Welfare and various other regional level funding agencies. Research Associate and Research Assts, Data entry operator and computer Asst, Documentation Officer as per the Phase and defined at the Budget need to be sanctioned as Research staff to continue the tempo created to enhance the research base further in the WSCs.

Training

Training is a component in Women's Studies activities in which major focus on imparting gender sensitization and capacity building. Intersectional Capacity Building programs for women belonging to various communities which is context and region specific be offered. Need for Short term courses capitalizing the need for Teachers in Higher Education to do a short term course for promotion. It will attract more participants from academia where the days of training may be tailored to meet the needs of the programme and the group of women or men. The training must be inclusive-, NGO Staff on gender and women, men, transgender and sexual minorities, boys, and girls, and the marginalized - SC,ST. The training conducted by the WSCs must always focus on the need for empowering women to occupy the public spaces and hence it must be inbuilt with Gender, Capacity Building, Leadership and Consciousness Raising.

Suggestive Training Programmes:

• Gender Sensitization, Life Skills, Gender and Adolescent Counseling and Leadership

• Training for Women and men from various fields on gender & society, trainings for elected women representatives, school teachers, developmental workers

- Capacity Building for participatory inclusive methodologies and on gender sensitive research • Women Leadership and Capacity Building for participation in public decision making bodies, from panchayat level onwards and Students, Gender Champions, Faculty, Corporate middle level officers, Government Women Development Project officers, Railway officers, PRI functionaries, Advocates, Judicial Officers, Police personnel, Health Workers, civil society organizations members, Self help Group Women, transgender, persons with disabled, HIV positive women, etc

- Awareness building on Cyber space security, spam, hacking, and other social media etc.

- Entrepreneurship and Skill training on non conventional areas for formal and informal groups, integrating with the Government programmes to promote self employment

- Research Skills, writing proposal, ethnographic survey and qualitative and other new methods in Women's Studies methodology including Oral History, Content Analysis and Enthnographic survey. Participatory Research and Learning Methods

- Mentoring Training on WS to new Centers

- Faculty Development Programs one to three week in Women's or Gender Studies

- Refresher Course/Summer Institutes in Women's Studies

- Scientific aspects of Reproductive health rights, menstrual hygiene and gender

- Gender, Nutrition, balanced diet and Health

- Sexual Harassment at Work Places provisions to all factories, education sector, government officials etc.

- Child Protection Mechanism and Child Related Laws, labour laws, child rights, child line POCSO for Child Rights framed by both National and State Child Rights Commission.

- Training on Reproductive Rights, Cconstitutional Rights, and Women's Rights with the marked Supreme Court Judgments

Training will be part of the curriculum for the students in the campus to mainstream gender where students will evince interest if properly motivated. The feedback has been quite positive wherever such training programmes have been implemented.

Field Outreach

Field outreach is an integral component of Women's Studies. Without understanding field realities and the social structure in which the society has been footed, Women's studies as a discipline cannot progress. Action researches always provide scope for new and innovative researches to suggest to policies, favouring to address the marginalized. The significance of teaching plays a vital role in field outreach as it is often the students who serve as a bridge between academic departments, researchers and the community. Based on the empirical studies the policies are being framed. So teaching, research and field outreach go hand and hand in strengthening Women's Studies and its contributions to the social development. The field outreach programmes will be framed such that it works and addresses the issues of the local and region. As such the nature of issues covered under outreach may differ across region. However, the common point is often based on the "Gender and Livelihood needs of the vulnerable population on housing, basic needs, sanitation, employment and empowerment" The field outreach programmes must involve the people and through participatory exercises, the challenges of humanity must be identified and exposed to the Community structures, State, Policy makers, politicians etc. The outreach programmes are conducted by the Students, Researchers, faculty members and development organizations, where the students Projects at the M.A, M, phil level can be taken as pilot studies to development into major Research Projects. It not only helps the students and scholars to help the institution to have a pilot study, but make them commit and involve in contributing to the empowerment of the vulnerable and marginalized communities, design development programmes of intervention, guide people to approach the department for support and facilitate them to gain gender sensitivity and gain consciousness over the rights and dues. The outreach progarmmes will differ from region to region.

Suggestive Outreach Programmes

It can be divided into two categories:

i. For Students ii. For the Department/Centre Students:
   • Field Internship, Field Camps, Block Placement
   • The internship or block placement programme must seek to enhance employability of students by placing them in a non- recruitment scenario with their possible employers for a period of one to three months, involving PG students working with diverse organizations on the field from development or media or research sectors. These programmes allow students to practice skills that they possess, identify gaps in skills and work and above all, students will be exposed to the social realities which might motivate them to commit to work in such areas in future.
   • Weekly field work as part of curriculum in the time table

• Organize outreach activities to the community mobilizing the people on Sensitization and awareness building, guiding on social auditing, gender needs, health , sanitation , political participation, etc. Departments/Centres The Department can take up series of regular and time demand based field outreach which are need based and consciousness raising The suggestive outreach activities can be:

• Gender Sensitization and consciousness rising

• Health awareness

• Legal Awareness

• Women, transgender and child rights

• State Schemes for self-employment, social welfare schemes for differently abled, destitute women, organized sector labourers, transgender, etc.

• Weekly Radio programme integrating the community with WSCs to share their views and expose the development needs

• Village and Urban grass root habit adoption, corporation school adoption to interact with them to build their capacity, community and leadership skills and sensitize them to avail their needs

• Interaction with CBOs and NGOs, and feminist and human rights collectives, Field based organizations and communities.

• Gender Sensitization for colleges students, SHG women, Railway employees, corporate employees, police officers, NGOs, etc.

• Inter departmental programme taking the lab to land where the scientific innovation relevant to the grass root community , agriculture etc be collaboratively taken to the people

• Imparting Scientific temper and rationalistic thinking among the school students.

• Menstrual Hygiene Management, Heath awareness, life skills for school and college, out of school rural and urban youth, SHG Groups, Local Self Government institutions, Women's Organizations, Women's Association, civil society organizations including women, youth, elderly, retired persons, transgender, differently abled, etc

• Awareness on skill development for the single women, widows and other women in distress, linking with the NGOs to help to avail the benefits from the State say old age pension, insurance, self employment subsidy, skill training marketing support for SHG products, voting rights, constitutional rights, legal rights,

• The outreach programme must be focused on gender sensitization and hence all the awareness generation programmes must have the gender sensitization in built.

Networking, Collaboration and Partnerships

Networking and collaboration are the need of hour. All WSCs can organize region wise and take up collaborate research and action research programmes to understand and appreciate the regional differences and contributions of women. An exchange of the reading materials, training manuals etc developed collaboratively with the WSCs, visiting professorship, inter-departmental collaboration and networking of the likeminded faculty to draw to the loop and involve them in gender sensitization and other support programmes.

• Collaboration with Development and community based organizations for field outreach, and network with them to create awareness and empower the community, take up research projects with national and international funding to reach the community

• Collaboration and Networking among the International organizations, Universities, Funding agencies, UN Organizations based and funded institutions to share and exchange the students and faculty and draw a comparative analysis of the gender concerns and strategies to be implemented etc.

• Networking among Women's as Association to exchange the resources, offer mentoring to the new Centres, organize consultations on the nature of teaching and research programmes for the region, organize collaborative seminar and conferences etc, thereby share the expertise, resources and budget. The nature of activities to be organized under networking and collaboration will differ across, culture, issues, regions, social groups etc.

• List of suggestive Networking and Collaboration: • NGOs and CBOs for community development programmes

• Eco and environmental protection activities with grass room Enviorment activists and organizations.

• Women's Education, employment, participation in decision making, health etc to network with the State Line Departments say Education, Health and Family Welfare, Social Welfare, office of the persons with disability, Rural development, Women Development, Panchayati Raj, Banks, colleges, Universities, Public Sector and Private Corporates, Corporation, Commissioner of Police, District Administration, funding agencies, SHG women, Industries, Entrepreneurs Association, civil society organizations, etc

• International Funding agencies like OXFAM, UNESCO,UN Women, UNDP, UNICEF, Action Aid, ILO, Asia Foundation, Ford Foundation, British Council, District Legal Services Athority, etc to have a networking to get the Reports and also invite them as guest for various programmes etc. and all the UGC and Non-UGC funded Centres, Women's Studies Associatons etc. No Centre or Department can survive without networking and collaboration. It is a win-win situation where coming together brings benefit to every one. Mentoring and clustering with specialization with same areas of

research, curriculum development and exchange etc can be done collectively for which networking must be the base.

Documentation , Publication and Dissemination

Publications, Documentation and Dissemination are indispensable in the creation of knowledge of the discipline of Women's Studies. Hence every activity conducted must be documented and research undertaken need to be published. There is a need to generate teaching and research materials to cater to the learning requirements of their students as readers, text books and hand books which can be in both English and regional languages. The Foundation course introduced must have a text book to enable the students to have reading material and understand and write the exams. Suggestive List and categories of Documentation Documentation can be in three forms: Documenting the proceedings of the workshops/seminars etc Documenting the field out reach programmes of both the Students and the Centres Documenting the contributions of the Women, women movements, women's organizations etc. All Documentation can be archieved, shared among the WSCs and also published wherever possible.

• Documentation of women movement in Chhattisgarh

• Development of database in Centre for Women's studies

• Documentation of campaigns of women's and other democratic movements

• Gender based regional analysis of national statistics to develop comparatives perspectives.

• Documentation of the lives of women – Preserving letters, diaries, photos and other memoralia, recording oral narratives, writing biographies, publishing memoirs andautobiographies.

• Documentation of Domestic Violence (DV) and Child Marriage Prohibition Act Chhattisgarh

• Documentation of women related issues Publication: The research studies and their findings of M. A, Mphil Ph.D and Department Research must get published in leading international, UGC approved journals and other journals. The important findings may also be shared with local news papers to reach the people Photo, Audio and Video documentation can be done and uploaded on the website to reach at the global level. Such reports may be shared with the networking institutions. The findings of the study may be disseminated for comments before taking to publication. Utilizing the grant under RUSA, SAP etc if availed, research studies may be published. Publications on line can be encouraged

Dissemination

- Dissemination of research findings on the Web sites
- Sharing of the findings to the News papers
- Inviting the New papers, TV Media etc to give coverage to the programmes organized and disseminate the services of the Department.
- Publication and documentation in the form of books, edited books, chapters, hand books, pamphlets, leaf lets, documentary films, news clippings, seminar proceedings, oral history, etc must be archived for future use and maintain the history.
- Monthly, Quarterly, Half Yearly, Annual New Letter can be published to document the activities and disseminate the same.
- Journal in Women's Studies - quarterly, half yearly or annual to publish the best research article and get the same UGC approved.
- Working papers, monographs, Reports etc. both on line soft and hard copies.
- In addition the documentation of activities of the students, faculty members etc provide the eresources, buying software for students with special needs.
- Students involved in competitions, elocution, participation in activities outside the campus be documented and archived too

Budget and Staff Positions:

Women's Studies has contributed significantly towards research, training-teaching, documentation archiving, publication, and extension activities for the past 40 years. Feminist scholarship has provided an alternative to rigid disciplinary grid and hence an interdisciplinary approach is required. Women's Studies Centers in the Universities offer teaching programmes by utilizing the teaching positions sanctioned. Several Researches have been undertaken with the support of Research staff, published more than 1000 books by the leading publishers which are serving as reading materials for Women's Studies. In addition, the UGC defined activities including training, documentation, publication and dissemination, organizing seminars and conferences, networking and collaboration, advocacy and lobbying etc. All these activities are being meticulously, seriously done by the Women's Studies Centers and have got placed as Advanced Centres, Phase III and Phase II Cetners, which have been offered by UGC based on the Performance. The colleges have got Rs. 25 laksh per annum which will enable the colleges to offer UG and Diploma Courses, thereby WS will get mainstreamed in the recruitment process and sensitization on gender will get expanded. More employment opportunities in teaching will be enabled by allocating more funds to colleges. Similarly taking the contributions of women's Studies in the Universities for more than 40 years towards teaching and research, more funding for the University with adequate budget is justified. When the state policy of Gender Responsive Participatory Budgeting (GRPB) is applied to all development sectors, it is imperative that women's Studies as a discipline is covered under GRPB.

CREATING LIFELONG LEARNING SOCIETY

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Introduction

Literacy is the foundation of Lifelong Learning. Indian planners emphasized on consolidating literacy skills and harnessing them for improving the living and working conditions of the neo-literates. The Government of India has been encouraging research innovations; it has tried to replicate successful innovative practices on a wider scale.

If literacy is an entry point, adult education is its continuum in the direction of lifelong learning (Mishra L; 2007). Since Lifelong Learning pre-supposes basic literacy, the obvious priority of the Government, as reiterated in the National Policy on Education, 1968/1986/1992 has been primarily on 'universalization of literacy' (http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/AR2009-10.pdf).

What is lifelong learning?

Human beings are continuously learning throughout their lives. Knowledge of today's modern times is cumulative of the various stages of human life. It comes from the fact that to live a purposeful life, one has to keep learning persistently. The notion of learning through life has been in existence from long time. As Plato has mentioned educating is a moral enterprise and it is the duty of educators to search for truth and virtue, and in so doing guide those they have a responsibility to teach.

For living effectively learning has become a necessity. Till now most of the people belied that provision of education is through formal system of education and is for the early phase of life. But individuals learn throughout their life and there is an urgent need to provide for lifelong learning opportunities.

The population of the world is exponentially growing with each civilization but expansion of education infrastructure is not able to catch up to it. Formal educational systems adapt to the socio-economic changes around them very slowly. It was from this point of departure that planners and economists began to make a distinction

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ELT : SOME GLOBAL TRENDS, ISSUES AND POINTERS FOR TEACHING AND RESEARCH IN INDIA

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Introduction

English is one of the most widely spoken languages in the world today. Use of English has made social and economic exchange among people of different communities and cultures practically possible. Therefore, the United Nations Organization (UNO) has given English the status of an official language. It is well recognized that English-speaking persons can be traced in all the continents of the world. This is the reason why a certain level of proficiency in the language is a basic requisite for immigration and education in many countries across the globe. It is not only used in public and private offices but also in education institutions, media, sports and business. If it were not for English, we would not have seen India heading large corporates or occupying key positions in organizations across the globe. Mahatma Gandhi had said, "English is a language of international commerce, it is the language of diplomacy and it contains many a rich literary treasure; it gives us an introduction to western thought and culture."

English has taken deep roots in India. It has also acquired an Indian character. Indians have achieved a great proficiency in it and have Indianized it. Such evolution is not limited to the urban population; but it is happening across the semi-urban and rural India as well. Due to this proficiency, the mass of English-speaking Indians that are well-versed not just linguistically but have knowledge of diverse industries is increasing, thereby galvanizing presence of many MNCs to setup their base in India. In reciprocation, several words from Indian languages have officially been added to the English dictionaries over the years!

I.   Global Trends

There are so many new trends and new foci in ELT and ESL that it can create a sense of confusion and unease among teachers and taught. There are socio-politico, cultural, educational, even cultural considerations working in different directions. As a result, a sort of skepticism is also noticed among the new generations of instructors towards new perspectives on instructional effectiveness. Nevertheless, most educators seem to have settled for an eclectic approach to address these issues.

Let's glance over some major trends in ELT and ESL.

Trend 1: Shift in the purpose of learning English

The focus is no more on learning English for its own sake, for the love of the language but as a means to an end. These ends could be to study varied subjects such as science, engineering, accountancy through English. Here the content is considered more important than the language itself. This is essentially the case in English medium schools and universities. The students are required to learn both the content in the specific subjects as well as English.

Trend 2: Acceptance of bilingual/ multilingual interaction in Higher Education

In a multi-lingual country like India, wherein the language has been 'Indianised' to a large extent, and the textbooks for English have a great deal of local cultural content, use of the vernacular seems very natural and appropriate. Thus, proverbs in the students' mother tongue, some popular sayings or punch-lines in the local/ state vernacular are a common feature even in sessions on English literature and language. As Penny Ur (2009) noted the purpose of teaching – learning English is **"**to produce fully competent English-knowing bilinguals rather than imitation native speakers." That is, the purpose clearly is not to aspire to become native speakers of English, but try to keep pace with new research and curricular innovations.

Trend 3: Mass acceptance of English leading to the demand for its early introduction

Apart from demand for English medium instruction at the school level, there is an increasing emphasis on introducing the language as early as class one, as one of the components of the syllabus. Many countries too have started teaching English in earlier grades at school.

Trend 4: Focus on cognitive domain

There are some isolated, yet strong currents, wherein the focus is on the message, carrying out the tasks, negotiating beyond language, a pedagogy wherein the language is learnt as an outcome of accomplishing some other assignments, performing some other role demanding Higher Order Thinking Skills (HOTS). The focus here could be on cognitive strategies, psychomotor coordination or communication skills in general,

beyond language skills. For instance, an ESL program can be offered through life skills. Currently, in engineering colleges in Gujarat, the Gujarat Technological University (GTU) offers a course called CPD (Contributory Personality Development). This component is taken care of by teachers teaching English or what is called 'Communication Skills'. Similarly, students in science and commerce streams may be encouraged to undertake projects in their areas of interest and specialization wherein language proficiency development becomes a byproduct. The focus needs to be on critical and creative thinking even while learning English, in the absence of which bright students lose interest.

Trend 5: Change in Text and Test Designs

The texts and tests have local contexts. There is an increasing awareness about LOTS, MOTS and HOTS both in teaching as well as testing. Assessment of students' assignments and feedback offered to them is based on rubrics, descriptive norms. More and more schools are demanding programs on effective testing procedures.

Trend 6: E – Learning : Because of the proliferation of tablets and smart phones, it seems that textbooks will disappear in a few years. This access to knowledge in terms of flexibility and mobility has changed drastically and provided ample opportunities to ESL learners. Classroom learning often fails to develop the sociolinguistic competence which learners acquire in naturalistic settings. Further, ESL learners are less likely to develop an awareness of and sensitivity to naturalness or native-like use of language. In such a case, exposure to native speakers' interaction can be facilitated through teleconferencing. Independent learning through readily available learning packages and softwares provides ample opportunities in consonance with their individual preferences.

Trend 7: Yet another trend noticed in language sessions, though in very few cases, is differential learning catering to individual differences. So, there are attempts to help learners with different abilities and varied kinds of intelligences to work as per their interests. Self-directed learners are helped through Self Access Centres.   More and more teachers are experimenting with collaborative and cooperative learning, group and pair work, team teaching which reflects a paradigm shift towards participatory learning. This is also reflected in the preparation of the textbooks for ESL in India, wherein along with experts, practicing teachers are involved in preparing the textbooks.

Trend 8: Focus on Learning Strategies: In experiments on teaching reading, especially there are attempts to help learners reflect over their own learning styles and understand the strategies that help them to learn and retain their learning. The focus of these facilitators is on "explicit encouragement and support for reflection upon learning processes" (Brown 1994, 147). This 'learning about learning', or metacognitive strategies have especially helped the self-directed learners but also, albeit to a lesser degree struggling learners. By helping raise learners' metacognitive awareness, teachers can help them learn how to use different learning resources and environments. Holec (1981), too, lays great stress on gradual reconditioning process that enables learners to re-examine their assumptions about language learning, and their role as learners, before engaging in any kind of strategy training in the classroom.

Trend 9: Teachers as Life-Long Learners through Action Research and Reflective Teaching

In a knowledge-based society and to remain competitive and employable, teachers are expected to engage in continuous professional development from the beginning to the end of their careers. As with any other profession, teachers are also expected to assume greater responsibility for their own professional learning, continually developing their knowledge and skills. An increasing number of teachers are getting enrolled to doctoral programs as well as are engaging themselves into research activities beyond formal requirements.

Trend 10: Connivance at Grammar

Following the emphasis on 'message' and 'function' rather than the 'medium' and 'form', a great majority of users of the language seem to have taken grammar for granted. In some cases, even teachers do not seem to worry about accuracy of the expression. This is a worrisome trend!

II. Suggestions for Classroom Practitioners

ELT professionals need to be amphibians; they are expected to be masters of the tool that is 'language' but also need to be able to comprehend to a large extent content of what happens in other disciplines. This is possible by developing enhanced reading and comprehension skills and widening one's fields of interest, especially through reading.

Programs could be prepared with societal issues in focus: English and Women Empowerment, Gender Sensitivity Development through certain intervention programs, Life Skills and English, Employment Skills, Entrepreneurial skills, Projects based on their own areas of specialization (Science, engineering, management, etc). English Enhancement through Translation (Although an advanced skill simple tasks based on stories, songs, proverbs etc can be made feasible), English for media. The focus needs to be on critical and creative thinking in the absence of which bright students lose interest.

In Primary classes, numerous genres can be experimented with English through Songs, English through Stories, English through Films, need to be English through songs: Music has immense power to bring about change. This can be an edge, in remedial programs and initial stages of ESL. To gauge the power of music, we simply have to look at Mozart's music which was used to direct appropriate behavior among young offenders. Scholars have time and again emphasized upon the connection between music and neuroscience, and how the former can be used to bring about a paradigm change in human behavior for positive development.

English for teachers in English medium schools is a dire demand and need of the time. Science vocabulary to enhance Biology comprehension, a research study by a science teacher

ELT Community in India cannot afford to be solipsistic, interested in teaching English for its own sake, forgetting that a language is merely a tool to convey thoughts and feeling. It is a medium first, then only the message. So, there is a need to look at the role of English in the society for varied purposes, functions and roles. Keeping in view the fields of specialization, ESP –intensive programs are needed in higher education.

III.   Research in ESL: Issues

The past few years have seen an explosion in the number of demands placed on teachers of English. Standards of qualification and continuing professional development, involvement in materials development, and expectations of published research are pulling teachers in directions the "simple classroom teacher" may have never expected. This is just to hold on to a job, let alone to climb the professional ladder! More teachers need to undertake research other than what might be required for the degree certificate.

Often the research projects have little applicability to the activities and interests of practicing teachers. There seems to be little consensus over issues such as Where to start? Which to do: applied research, action research, classroom (based) research, teacher research, experimental (clinical) research? Why? Since almost all the faculty members at colleges and universities have research experience, such issues as listed above should be taken up at Researchers' Forums. In fact, themes and topics of relevance may be enumerated and publisised for the benefit of young researchers. This would also make the studies relevant.

Types of research designs that have been experimented with are limited.   Not many research studies work with data collection tools such as observation, diaries, interviews, portfolio development, introspection, and case studies to comprehend the voices from within. Although there are attempts to individualise teaching, little has happened for differently abled learners. Texts could be prepared in the Brail script, for instance. Audio materials need to be accompany these texts.

Even after over half a century of ELT research in India, research studies continue to be preparation of programs to develop L_S_R_W. Today, there is a great deal of scope, and the need for ELT professionals to undertake research studies in different areas. Different research designs also need to be explored.

So far plenty of work has been done in the areas of LSRW F-to-F mode as well as on-line mode, assessment, teaching pedagogies, materials production for EAP, ESP etc. These are essentially experimental studies. There is a need for surveys, case studies of individuals who are proficient users of the language but hail from vernacular background, of teachers who have a good record as effective classroom practitioners, longitudinal studies, reflective teaching, team teaching, comparative studies of immigrants in the US/UK etc and their English proficiency enhancement, teaching English to immigrants in EFL countries and ESL teachers in India, impact studies of institutions and programs, effect of political-social climate on ESL in terms of policies and practices and the output, meta-research, corpora studies, a critical study of 'Communicative Language Teaching' Approach to ESL, impact of doctoral studies on ESL teachers' classroom teaching/ professional development, There is a great deal of scope to find out the effect of doctoral research studies on the classroom interaction of teachers. Such a progress from Research to Action Research and to Meta-research will prove useful in creating a climate that is research conductive.

In each State of India, now ELT is rooted in terms of its instruction in schools and universities. It is high time to carry out Surveys, Case studies and Impact Studies of various kinds. For instance, ELT in Gujarat has weathered numerous storms and witnessed numerous shows of strength for and against the language. It is necessary to have an updated authentic document on the numerous perspectives and policies and

practices vis-à-vis English in Gujarat, in India. Longitudinal studies to gain a historical perspective may be undertaken.

The current services-led economic growth demands a certain level of education, social skills and attributes. English language teaching programs need to be seen in terms of socio-economic progress and / or concerning socio-political issues.

Teachers in India do not yet seem to be research – savvy beyond the doctoral study. The UGC's emphasis on research for promotional purpose has led to some projects. However, climate for classroom research, From Research to Action Research to Meta-research called action research, either at schools or colleges, is yet to grow. If teachers of English in schools and colleges are to attain central position, rather than the peripheral one that they resent, research can help.

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CREDP* : Charusat Rural Education Development Program

between informal, non-formal and formal education. Hence, there is tripartite categorization of learning system:- into informal, formal and non-formal (Combs and Ahmed ;1973). Non-formal education became part of the international discourse on education policy in the late 1960s and early 1970s. In the context of higher education, Lifelong Learning can be related to the concept of extension of education and learning throughout life.

India is one of the 193 sovereign member states of the United Nations (UN).All UN members have equal representation in the UN General Assembly which is the largest intergovernmental organization of all peace loving states. They accept and carry the obligations contained in the judgment of the organization.

The General Assembly is one of the six main organs of the United Nations, the only one in which all Member States have equal representation: one nation, one vote. All 193 Member States of the United Nations are represented in this unique forum to discuss and work together on a wide array of international issues covered by the UN Charter, such as development, peace and security, international law, etc. In September 2015, all the Members met at the 70th session of United Nations General Assembly Hall in New York for the annual General Assembly session. They all adopted the Sustainable Development Goals (SDGs). These represent a universal, ambitious, sustainable development agenda, an agenda "of the people, by the people and for the people," crafted with UNESCO's active involvement.

The Global Education 2030 Agenda UNESCO which is the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments (UNESCO; 2017)

Presently, some nations, states and districts in the world are focusing on learning city. Some nations like Australia, Brazil have registered laws of lifelong learning. In a learning state the people are encouraged to keep learning. Lifelong learning is accepted in the field of academics worldwide. Everyone wishes so much to keep up with the changing times. There are so many things to learn. We have to learn new network, new applications and find a how one can make a difference in the

community.   We cannot stop learning after completion of school/College or university. The challenge of learning new stays in our mind. We have to keep learning else there is a chance that we become obsolete.   One has to know how to learn, how to ask questions until you find answers, how to use new tools, find sources and now how to find authentic information.

One has to know that 'lifelong learning' in one country is called as 'adult education', continuing education and in another country it is called as 'Extension work' or non-formal education. Further, its mode of delivery could be part time or fulltime, distance or on-line, academic or professional. It is observed hat through continuing education lifelong learning opportunities are provided.

The concept of continuing education or lifelong learning was referred by Peter Drucker in his 'Post Capitalist Society' work and Elise Bounding in her 'Building Global Civic Culture' work.   Wherein, there is a reference that number of those involved in self-learning is on increase. With the presence of technology, the job market and economies have changed. The government and employers throughout the world have to provide opportunities of continuous learning and emphasize on lifelong learning.

Lifelong learning could be effectively developed through education and training. Lifelong learning has a comprehensive coverage from early childhood to retirement inclusive not only literacy or elementary education but new skills, language skills, technological skills, problem solving and ability to work on team and learn on one's own.

Formal education and training are inclusive structured programs that are recognized by the formal education system and lead to approved certificates.

Non-Formal Education includes structured on the job training and not necessarily certification from formally recognized national system.

Informal education and training includes unstructured learning which can take place almost anywhere from family, home, community or workplace.

Anton; 2009 has defined lifelong learning as "the activity of seeking out new knowledge or developing a skill and participating in educational activities over the course of a person's entire life"

" A continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and employment, in all roles circumstances and environments" (Watson 2003).Hence, according to Watson lifelong learning recognizes learning throughout a lifetime and that it is offered through informal, formal and non-formal manner.

Approaches to lifelong learning:

Science and technology has brought lot of changes in the life of everyone. These changes are happening rapidly. Society at large needs to cope up with these changes. They need to continuously learn to cope up with the continuing changes. But all cannot make it. Some are willing to change; some are unable to change, to manage to learn or even accept to change. In such situation the facilitators of lifelong learning have to initiate demand for leaning in the mind of these people. And this is a very difficult task which has put forth challenges for academicians to form innovative approaches to lifelong learning. Some such approaches could be:

- Encouraging self-directed learning at home or community learning using radio/ tapes/ slides/ books or films
- On-line learning by using computers with internet facility with mediated conversations
- Learning contracts- the mutual negotiation between an educational facilitator- expert and a learner on some specified learning activity
- Offering short courses which could be completed in a short span of time
- e-learning,
- School-to-work transitions,
- Community college learning

Amid fluctuations in today's job markets and economies, the importance of learning across the lifespan has become a point of emphasis for governments and employers throughout the world.

The Oxford Handbook of Lifelong Learning is a comprehensive and interdisciplinary examination of the theory and practice of lifelong learning, encompassing perspectives from human resources development, adult learning, psychology, career and vocational learning, management and executive development, cultural anthropology, the humanities, and gerontology. Individual chapters address the most relevant topics on the subject, including:

- continuous learning as it relates to technological, economic, and organizational changes
- developmental theories and research, models of lifelong learning, and the neurological bases for learning across the lifespan
- examples of learning programs, tools, and technologies, with a focus on corporate programs and business education
- international perspectives on lifelong learning and learning across cultures
- assessment of learning needs and outcomes

Involvement of UNESCO and OECD in Lifelong learning

The idea of a learning society was first advanced by UNESCO long back in its famous report 'Learning to be'. According to this UNESCO Report (1972), a learning society is one in which all agencies of a society are educational providers, not just those whose primary responsibility is education (e.g. schools). If there is a genuine learning society then all citizens engage in education from birth to death - Education is Life Long. Purposive, self-planned and self-initiated learning becomes central to the lives of all adults. Each individual sets a series of learning objectives and then pursues these by any means available through the many agencies provided by the learning society.

The concept of lifelong learning emerged through the efforts of Organization for Economic Co-operation and Development (OECD), UNESCO and Council of Europe. Learning involves learning through all of one's time-span. Lifelong learning is associated with professional training inclusive of multiple aspects of individuals' personality related to emotional, intellectual, social, political and aesthetic. The field of lifelong learning is multidisciplinary in nature it draws from education, sociology, economics, psychology, political science, management, social entrepreneurship and development studies.

It is not necessarily for individuals who have missed the opportunity to learn during childhood and youth need to be provided with a "second chance" to learn. As per the OECD norms, lifelong learning opportunities need not to be recurrent or adult education but covers learning endeavours throughout the life.

Lifelong learning is that learning which is flexible, diverse and available at different times and in different places (Delores; 1996). This definition is based on Delores four pillars of education for the future:

Learning to know: which concerns developing ones concentration, memory , skills and ability think

Learning to do: which concerns personal competence in the field of occupational training?

Learning to live together and with others- that education should contribute every person's complete development- mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality

Learning to be together: which concentrates on reducing world violence and raising awareness of the similarities and interdependence of all people

It is said that life is all about learning (Satish Kumar, 2002). For Gandhi, Education is the moral development of the person; a process that is by definition lifelong. And Lifelong Learning is a continuous and enriched process that enables the learners to use updated and upgraded knowledge and skills in their day to day activities to fine tune their professional skills. Now, we have reached a stage where Lifelong Learning is replacing simple literacy, adult and continuing education. With a view to meet the demands of emerging knowledge in society and to facilitate the process of developing a learning society, maximum priority to Lifelong Learning is accorded by the University Grants Commission (UGC). As many as 86 departments/Centres of Lifelong Learning have been approved by UGC. These departments/centers are expected to promote the philosophy of Lifelong Learning as a part of the total education programmes of their institution, to make concerted efforts towards integration between formal and non-formal education as well as out of school learning processes, to reach out to larger sections of community. They would help to enrich the learning process of the faculty and students mainly through extension activities, to provide professional manpower for implementing the programmes through various innovative courses; and to contribute to generation of upcoming knowledge through researches and publications
 (http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/AR2009-10.pdf).

The World Conference on Education for All held in March 1990 in Jomtien, Thailand, adopted a declaration calling upon all member states and international agencies to take effective   steps   for   achieving   Education   For   All   by   2015 (http://www.unesco.org/new/en/education/themes/). The ultimate goal affirmed by the World Declaration on Education for All is to meet the basic learning needs of all children, youth and adults. "Literacy and Non-Formal Education is a measure of their

importance for achieving Education for All. Each academic organization that is the school, college, academic institution and university has to reach to the nearby community and society at large along with its available resources."

What is the need for lifelong learning?

There an urgent need to fulfill learning needs of those who are facing challenges due to changing socio-economic forces. As due to globalization and technological changes there is a change in the nature of work and the needs of labour market. Further, the aging population needs to keep pace with the changing times. They need to upgrade their working skills.

Most of the countries have population who are in the phase of completing secondary schooling.

Research shows that 'learning' helps in reducing economic, gender disparity and improving health and nutrition of the individual, family and society at large. UNESCO's International Committee for the Advancement of Adult Education (1965) endorsed the concept of lifelong education.

Features of lifelong learning:

OECD in 1996 chose the goal of lifelong learning for all. It covered all purposeful learning activity, from the cradle to the grave, that aims to improve knowledge and competencies for all individuals who wish to participate in learning activities.

The concept of lifelong learning has four major characteristics:

1) A systematic view :
The lifelong learning framework views the demand for, and supply of learning opportunities throughout lifecycle. It is inclusive of both formal and informal learning

2) Learner focused: Based on the learning needs assessment teaching is provided. Teaching is focused on the learning needs of learners. Learners learning needs are given utmost importance.

3) Learners self- paced learning: Motivation of learners is the vital foundation for learning.

Motivation to learn is an essential foundation of lifelong learning. Learners are encouraged to learn through self-paced learning and self-directed learning.

4) Multiple goals of learning: Learners would change objectives of learning as per the priorities among these objectives in their individual lifetime.

Lifelong learning demands motivated self learning persons who would read on their own. Hence, there is a need to have Reading culture.

It is necessary to learn more. We should all be hungry to learn more and read in our life. Books enable us to learn from the experiences and wisdom of authors from their books. "With so many entertainments around us how can one turn to reading?" Is a question need to be answered by all those who have enriched because of their reading habit? Who know that reading saves us from life problems? And one can gain through accumulated wisdom available in various types of books.

Now with in the presence of new gazettes like mobile, internet access on mobile, taband laptop it is difficult to have people reading books. Actually for long time people used to think that books are the best friend but with changing time people are reluctant to visit libraries in their vicinity. For this purpose reshaping of the minds of people is needed. But we have to ensure that people read. Love to read to love needs to be encouraged across all ages.

Reading gives us imagination and sees us dreams and conviction to realize them. The power of words is absolutely incredible. As when a person reads their children read and then their next generation reads. Research has shown that when one reads it helps in reducing stress. While reading a book the reader learns to empathize with the character of the book. Reader tries to understand the feeling of the character and while doing so s/he forgets daily stress and tries to relax. People who can read can write, hence, reading is very much important

Reading habit has to be inculcated early in our life so that it becomes part of life of everyone. It is the responsibility of parents, teachers and all elders to ensure that Children have been encouraged to inculcate reading habit. There need to develop of discussion groups to discuss about the content of the book. While ensuring that people read one has to know that 'Creating a reading culture means making people throw their inertia'. And it is not an easy task to enable people to read.

According to research conducted by Prof Norman Longworth of Napier University of Scotland, the four highest ranking barriers to learning are as follows.

1. Low Aspiration- perception of learning as not important enough

2. Low self Esteem- Leering for others not for the likes of me
3. Poor family culture of learning
4. Bad child hood experience of learning

Four Lowest ranking barriers to learning

1. Distance from educational provision for large number of people
2. Lack of Local Crèche provision for parents
3. Lack of facilities for the disabled.
4. Perception that the benefits system discourages learning

The most significant barriers low aspiration and low esteem teemed with a poor family culture of learning over time. Hence Life Long Learning must give people confidence to try leering something of importance to them and then allow them to move onwards and upwards as they find success leads to more success.

While concluding Prof. Norman mentioned it is vital to remove, the barriers that prevent people from accessing all taking up learning

Resulting outcomes must have measureable economic and social benefits to the community- if you cannot measure it you cannot manage it

Potential learners needed be advised properly and sent to appropriate courses, that meet their particular needs, skill and interest rather than just being sent on any established agency courses, regardless of the content and

Reduce inequality

Need for developing learning culture in the society:

People if busy in perusing learning keep peace around them as they need it to remain focused. Hence, learning maintains peace. Productivity in knowledge work demands that we build continuous learning into the job and into the organization. Knowledge demands continuous learning because it is constantly changing. The best way for people to learn how to be more productive is for them to teach. To obtain improvement in productivity, the organization has to become both learning and a teaching organization. Drucker also emphasizes the learning-doing gap. Most of us know many times more than we put to use. The main reason is that we do not mobilize the multiple knowledge we possess. We do not use knowledge as part of one

toolbox. Instead of asking: "What do I know, what have I learned, that might apply to this task?" we tend to classify tasks in terms of specialized knowledge areas.

In the West, the school underwent an earlier technological revolution several hundred years ago, brought about by the printed book. This earlier revolution holds important lessons for today. Embracing the new technology of learning and teaching is a prerequisite for national and cultural success and equally for economic competitiveness. The West moved into leadership throughout the world between 1500 and 1650 in large measures because it reorganized its schools around the new technology of the printed book. On the other hand, the refusal of China and Islam to accept the printed book was a major factor in their decline. Both used printing – the Chinese had done so for centuries. But both kept the printed book out of their schools; both rejected it as a learning and technical tool. The Islamic clergy stuck to rote learning. They saw in the printed book a threat to their authority precisely because it enabled students to read on their own. In China, too, the Confucian scholars rejected the printed book in favor of calligraphy. The printed book was incompatible with a key tenet of Chinese culture: mastery of calligraphy was necessary for ruler ship.

Continuing education is now a social necessity. Individuals must be able at any stage in their lives to continue their formal education and to qualify for knowledge work. Society needs to be willing to accept people into whatever work they are qualified for, regardless of their age. School, as has been said before, has traditionally been where one learns. The office or factory has been where one works. Increasingly, the line will become blurred. The school will be the place where adults continue learning even though they are working full time. They will come back to school for part time courses. Schools will no longer be monopolists. In many areas, schools will only be only one of several available teaching and learning institutions, in competition with other purveyors of teaching and learning.

One has to take a note that knowledge has become the resource, rather than a resource, is what makes our society "post capitalist." It has changed the structure of society. It has created new social and economic dynamics and new politics. Due to access to mobile and internet facilities learning online is on the rise and it is going to continuously keep growing. Mostly such learning is self directed, active and independent. Now higher education is possible through various websites like ePG pathshala, Massive Open Online Learning (MOOC), etc.

Conclusion

The above discussion clearly indicates that in order to cope up with the change in every field especially in the field of science and technology people need to be well equipped and trained to face the challenge. At the global and personal level efforts need to be made to ensure that each one is a part of a learning society.

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