

# **Strategies for Professionalization of Lifelong Learning Teachers in India**

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# India

- second largest populous country
- strong democratic roots,
- population of 1.28 billion.
- 68.3 percent of the population is below 35 years of age
- a country with young population
- medium developed country - ranked at 134 out of 182 countries (HDP, 2009)
- 2/3<sup>rd</sup> is literates
- 92.4 % - working in unorganized sectors
- income of \$ 20 per day

# System of education

- largest formal education system in the world
- 431 universities,
- 20,677 colleges
- non-formal educational institutions (11% gross enrollment ratio)
  - community colleges,
  - community polytechnics,
  - open universities,
  - virtual universities,
  - institute of people's education,
  - state resource centre,
  - open schools etc.,

# Status of youth

- The 61<sup>st</sup> round of NSSO report on employment and under employment
- 5-14 years are dropped by nearly half
- 15-19 years by 86 percent after the age of 15 years
- work participation rates raised sharply after the age of 14 years and reaches close to 100 percent at the age of 25-29 year
- 38.8 percent of the Indian labour force is illiterates
- 28.9 percent of the labour force has had schooling upto primary level and
- 36.3 percent has had schooling upto middle and higher level
- 80 percent of the workforce- lacked marketable skills
- 2 percent- received formal vocational training
- 8 percent -received non-formal vocational training
- India produces one third world top order scientific manpower

# Lifelong learning

- the education which has been acquired throughout the life voluntarily through all forms of education i.e., formal, non-formal and informal by the clientele to improve their knowledge, skills and competencies and for furtherance of their educational qualifications to improve their occupational status is popularly known as lifelong learning

# Teachers of lifelong learning

- volunteers
- hired on part time basis
- full time faculty - with varied educational levels, training and backgrounds
- Functions – Academic and Administrative
- lot of turnover –lack of job security, low / no pay,
- Problem
- shortage
- Lack of experienced
- Low competency
- Low status
- Low suitable qualifications / certifications

# Success of lifelong learning programmes

- largely depends on the teachers – facilitators
- competencies and skills
- responsibility and accountability
- Knowledge about the background of the target group
- aptitude and attitude for work
- Specialized training

# professionalization

- standards of educational preparation and competency
- Training
- Association of persons
- endeavour and enhanced communication within the field (Shanahan, Meehan and Mogge 1994, p.1)
- The American heritage dictionary has defines a professional is as “one who has an assured competency in a particular field or occupation” and a profession as an “occupation or vocation requiring training in the liberal arts or sciences and advanced study in a specific field”. (Shanahan, Meehan and Mogge 1994, p.1)



# Strategies

- **Pre-service training programmes**
- **Orientation courses**
- Refresher courses
- Motivations and incentives
- **Research and dissemination of findings**
- **Publication of Professional journals**
- **Conduct of annual meetings**
- **Institution and celebration of international days**
- **Organizing the professional meets such as seminars, conference etc.,**
- **Documentation**
- **Field trips**
- **Lecture programmes**
- **Supply of material**

**THANK YOU**

