



ANDRAGOGY

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The present formal education system of in India is often joyless and tedious. The present curriculum is isolated from life. The transaction method is limited to only traditional chalk and talk method. This stereo-typed method failed to develop in the students their independence of thought and initiative in action. The unnecessary weightage on the written examination compelled to curb the teachers' initiative, to stereotype the curriculum, to promote mechanical and lifeless methods of teaching, to discourage all spirit of experimentation and to place the stress on the wrong or unimportant things on education. This faulty process provides a lorry load of information to students without any concept clarity and problem solving ability. It is only trying to maintain the status quo, rather than leading to a dynamic transformation of the society. The dysfunctional aspects of education are becoming increasingly evident. Rather than preparing students for society, it alienates them from it. Now it is observed that students are not regular and sincere towards their regular studies especially in Higher education. They are not attentive in the class room. They are very casual towards internal assessment. Their ideology is very different. They are not sensitive. Their attitude towards society has changed in a negative direction. This is a serious problem which needs attention. One of the solutions could be adult learning theory i.e. **Andragogy.**

According Malcolm Knowles, andragogy is the art and science of adult learning, thus andragogy refers to any form of adult learning. (Kearsley, 2010). Andragogy has undergone a process of evolution through four generation nearly in last two centuries.

First generation of Andragogy:

This particular term andragogy was first used by Alexander Kapp, a German grammar school teacher, in 1833 to describe the educational theory of the Greek philosopher Plato. In a book entitled 'Platon's Erziehungslehre' (Plato's Educational Ideas) he describes the lifelong necessity to learn. Starting with early childhood he comes on page 241 (of 450) to adulthood with the title 'Die Andragogik oder Bildung im maennlichen Alter' He used it to refer to the normal process by which adults engage in continuing education (as opposed to basic remedial education for disadvantaged or handicapped adults.)

Kapp does not explain the term Andragogik, and it is not clear, whether he invented it or whether he borrowed it from somebody else. He does not develop a theory, but justifies 'andragogy' as the practical necessity of the education of adults. This may be the reason why the term lay fallow: other terms and ideas were available; the idea of adult learning was not unusual in that time around 1833, neither in Europe, nor in America; all these existing initiatives had important dates between 1820-40 and their terminology, so a new term was not needed.

Second generation of Andragogy:

In the 1920's in Germany adult education became a field of theorizing. Especially a group of scholars from various subjects, the so-called 'Hohenrodter Bund', developed in theory and practice the 'Neue Richtung' (new direction) in adult education. Here some authors gave a second birth to the term 'Andragogik', now describing sets of explicit reflections related to the why, what for and how of teaching adults. But Andragogik was not used as "the Method of Teaching Adults", as Lindeman (1926) mistakenly suggested in reporting his experiences at the Academy of Labor, Frankfurt, Germany. It was a sophisticated, theory-oriented concept, being an antonym to 'demagogy' - too difficult to handle, not really shared. So again it was forgotten. But a new object was shining up: a scholarly, academic reflection level 'above' practical adult education. The scholars came from various disciplines, working in adult education as individuals, not representing university institutes or disciplines. The idea of adult education as a discipline was not yet born.

It reappeared in 1921 in a report by Rosenstock in which he argued that 'adult education required special teachers, methods and philosophy, and he used the term andragogy to refer collectively to these special requirements' (Nottingham Andragogy Group 1983: v). Eduard Lindeman was the first writer in English to pick up on Rosenstock's use of the term. Then he only used it on two occasions.

Third generation of Andragogy:

In the 1950's andragogy suddenly can be found in publications in Switzerland (Hanselmann), Yugoslavia (Ogrizovic), the Netherlands (ten Have), Germany (Poeggeler). Still the term was known only to insiders, and was sometimes more oriented to practice, sometimes more to theory. Perhaps this mirrors the reality of adult education of that time: There was no or little formal training for adult educators, some limited theoretical knowledge, no institutionalized continuity of developing such a knowledge, and no academic course of study. In this reality 'Adult Education' still described an unclear mixture of practice, commitment, ideologies, reflections, theories, mostly local institutions, and some academic involvement of individuals. As the reality was unclear, the term could not be any clearer. But the now increasing and shared use of the term signaled, that a new differentiation between 'doing' and 'reflecting' was developing, perhaps needing a separating term.

Fourth generation Of Andragogy:

Malcolm Knowles describes his encounter with the term Andragogy: '... in 1967 I had an experience that made it all come together. A Yugoslavian adult educator, Dusan Savicevic, participated in a summer session I was conducting at Boston University. At the end of it he came up to me with his eyes sparkling and said, 'Malcolm, you are preaching and practicing andragogy.' I replied, 'Whatagogy?' because I had never heard the term before. He explained that the term had been coined by a teacher in a German grammar school, Alexander Kapp, in 1833 ... The term lay fallow until it was once more introduced by a German social scientist, Eugen Rosenstock, in 1921, but it did not receive general recognition. Then in 1957 a German teacher, Franz Poggeler, published a book, Introduction into Andragogy: Basic issues in Adult Education, and this term was then picked up by adult educators in Germany, Austria, the Netherlands, and Yugoslavia ...' (Knowles 1989, p. 79). Knowles published his first article (1968) about his understanding of andragogy with the provocative title 'Andragogy, Not Pedagogy.' Knowles' concept of andragogy - 'the art and science of helping adults learn' - 'is built upon two central, defining attributes: First, a conception of learners as self-directed and autonomous; and second, a conception of the role of the teacher as facilitator of learning rather than presenter of content'. In a short time the term andragogy, now intimately connected to Knowles' concept, received general recognition throughout North America and other English speaking countries; 'within North America, no view of teaching adults is more widely known, or more enthusiastically embraced, than Knowles' description of andragogy' (Pratt & Ass., 1998, p. 13).

From 1970 andragogy has been used in most of the European countries like biology, physics and medicine. Examples of this use of andragogy are

- the Yugoslavian (scholarly) journal for adult education, named ‘Andragogija’ in 1969; and the ‘Yugoslavian Society for Andragogy’;
- at Palacky University in Olomouc (Czech republic) in 1990 the “Katedra sociologie a andragogiky” was established, managed by Vladimir Jochmann, who advanced the use of the term “andragogy” (andragogika) against “adult education” (“Vychova a vzdelavani dospelych”), which was discredited by communistic use. Also Prague University has a ‘Katedra Andragogiky’;
- in 1993, Slovenia’s ‘Andragoski Center Republike Slovenije’ was founded with the journal ‘Andragoska Spoznanja’;
- in 1995, Bamberg University (Germany) named a ‘Lehrstuhl Andragogik’;
- the Internet address of the Estonian adult education society is ‘andra.ee’.

On this formal level ‘above practice’ and specific approaches, the term andragogy could be used in communistic countries as well as in capitalistic, relating to all types of theories, for reflection, analysis, training, in person-oriented programs as well as human resource development.

A similar professional and academic expansion developed worldwide, sometimes using more or less demonstratively the term andragogy: Venezuela has the ‘Instituto Internacional de Andragogia’, since 1998 the Adult & Continuing Education Society of Korea publishes the journal ‘Andragogy today’. This documents a reality with new types of professional institutions, functions, roles, with fulltime employed and academically trained professionals. Some of the new professional institutions use the term andragogy - meaning the same as ‘adult education’, but sounding more demanding, science-based. Yet, throughout Europe still ‘adult education’, ‘further education’ or ‘adult pedagogy’ is used more than ‘andragogy’.

Assumptions of learners:

Andragogy develops few assumptions about adult learners. These are major assumptions which set andragogy apart from pedagogy:

- they are self-directed;
- they prefer experiential learning; past experience serves as a basis for new learning;
- readiness to learn is related to events in a person's life;
- adults like to have a problem solving orientation to learning,
- adults are intrinsically motivated,

- Adults want to learn the concepts having more utilitarian value, and,
- They need to know the reason for learning.

Characteristics of Adult Learners:

From these assumptions few characteristics of adult learners are deduced. These are

- ✓ The adult learner has his/her own specified purpose and goal
- ✓ The adult learner has much more earlier experiences as regards to formal education
- ✓ The adult learner wants immediate utility from learning.
- ✓ The adult learner is self motivated.
- ✓ He is not very open to change, he has his own reasons for not accepting the change.
- ✓ He is having his special style of learning.
- ✓ He has his problems different from children's problem.
- ✓ His reaction time is slow.
- ✓ His interest is mostly vocational concerns.
- ✓ He values himself more than he values a programme.

Principles of Adult Learning:

In 1984, **Knowles** suggested **4 principles** that are applied to adult learning:

- Adults need to be involved in the planning and evaluation of their instruction.
- Adults bring life experiences and knowledge to learning experiences ,experience (including mistakes) provides the basis for the learning activities.
- Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.
- Adults are internally motivated and self-directed
- Adults are goal oriented
- Adults are relevancy oriented
- Adults are practical
- Adult learners like to be respected. (Kearsley, 2010)

Any form of adult learning should be designed by keeping all these principles and characteristics in mind. As it is observed that adult learners are less interested and less motivated to learn any general course, the reason could be not giving respect to their mental make up. Hence, adult learning should be goal oriented, activity based, project based, job oriented and skill based. When all these criteria will be followed then definitely they will be interested and learning will be fruitful.

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