



THE ROLE OF UNIVERSITY DEPARTMENTS OF LIFELONG LEARNING: ISSUES AND CHALLENGES

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Abstract

Lifelong learning is Universal Phenomenon, the development of lifelong learning in University Level, which factor is responsible and how they acquired a prominent role in adult education. In the International level like the UNESCO Plays prime role in the development of lifelong learning. The CONFINTEA VI sixth International conference on Adult education was held in Belém, Brazil, on 1-4 Dec 2009, which is known as 'Belém Framework for Action' among many other issues, that quality in adult education and lifelong learning must be holistic and multidimensional both as a concept and in practice, using various tools such as partnerships with higher education institutions. Adult education is the programme of government institutions, private sector and corporate sector is not working for adult education, University department of Adult, Continuing Education and Extension and government functionary has no coordination. The author will identify some reason and CONFINTEA role, it will suggest some strategy for co-ordination of lifelong learning and adult education programme the higher education institutions should promote quality research on adult education and develop active citizenship. For the lifelong learning development CONFINTEA and UNESCO Plays prime role. The Author suggests that a balanced position may help Universities and Private sector, NGOs and Corporate Sector in setting themselves up as better and more effective learning organizations.

Keywords:- *Lifelong learning, University Lifelong Learning department, Higher Education, CONFINTEA, UNESCO, Belém Framework for Action, life skills,*



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Introduction:-

The Lifelong Learning is the Universal accepted phenomenon. Universal elementary education and adult literacy always stay together in the national discourse and policy deliberation in India. Cradle to the Grave in the main philosophy of the lifelong learning 'Lifelong learning is no longer just one aspect of education and training; it must become the guiding principle for participation and provision across the full continuum of learning contexts'

(European Commission) Education and lifelong learning are basic entitlement of the citizens, the minimum that the state owed it to the people and something which had a critical role to play in the nation's socio-cultural and economic development and strengthening India's democracy. Recognizing this importance the constitution enjoined the state to provide, within 10 years for the adoption of the constitution in 1951, Universal free and compulsory education to all children till they completed 14 years of age. In all the subsequent Five Year Plans starting from 1950-51, there has been an overriding priority on universal elementary education. The education of adult's witness. The shift from university continuing education to university lifelong learning In my view it is necessary to examine the background of how the changing social, political and economic environment for higher education brought about complex policies and integrated traditional approaches of lifelong education in the lifelong learning paradigm so as to support a more learner-centered model for education and learning.

Teaching is renewed and updated for full-time students to incorporate current attitudes of their professions and, at the same time, to attract funds for research or development work creating greater freedom for action. In some other universities it has helped to fill the increasing number of student places being offered. Lifelong Education not only offers learning opportunities for life, but is also designed to offer need based programme for different periods of life which ensures effective programme of continuous learning. There are different modes of continuing education programmes which include distance education, adult and non-formal education, extension education, etc. But the need of the hour is to extensively utilize the available facilities in the university system for imparting Lifelong Education as it can serve the best platform. This education provides wide access to information and empowerment of masses, thus making efforts for an achieving and aspiring society. So are the objectives of university system. For instance, the infrastructure and other physical amenities of universities are of great help. The financial grants provided to universities can also be of great help to run the Lifelong Education. The university faculties can take-up the responsibility of imparting Lifelong Education through proper intensive orientation. The student community can act as an important nucleus for implementing this education. The university system can also be utilized for involving projects related to extension programs for imparting Lifelong Education. Apart from this the university can play effective role in imparting Lifelong Education in many ways, like: In India many universities have Adult and Continuing Education Centres/ Departments. The objectives of such centres are to train people in preparing adult educators, conducting programmes/workshops for various sections of the society. These centres can be used for

covering the elderly populations of the country. For many years the focus of such centres has been on women, children, youth and their related issues. Now is the time when, adult educators in making, can be imparted training in catering to the elderly as target groups of their programmes.

CONFINTEA Conference on Adult Education -

In the UNESCO Institute for Lifelong Learning (UIL) is the international institute which is providing documentation, research, training and publication, it is making a case for lifelong learning. Its specializations of areas are lifelong learning, adult literacy, adult learning and education. UNESCO Institute for Lifelong Learning (UIL) is undertaking a range of activities focusing on policy-driven research, capacity-building, and advocacy. UIL's coordinates the global Literacy Initiative for Empowerment (LIFE) by fostering enabling and facilitating processes of continuous consultation and communication with all stakeholders. The full form of CONFINTEA is the international policy discourse, 'Conference Internationale de l'Education des Adultes' in fresh language, it is **CONFINTEA**. In the international level following CONFINTEA conference was held.

1. 1949- Hesingor, Denmark.
2. 1960- Montreal, Canada.
3. 1972- Tokyo, Japan.
4. 1985- Paris, France.
5. 1997- Hamburg, Germany.
6. 2009- Belem, Brazil.

In this way for the development of the lifelong learning in the international level above conference was very useful for developing in the every country to develop their own plan and documentation In the country. from the five international conferences on adult education CONFINTEA Since 1949 have called the world's attention to adult education as a fundamental human right.

Belem framework for Action and Sakshar Bharat-

Belem Framework for Action to establish its complementarily with Sakshar Bharat There is burgeoning population explosion, serious demographic imbalances, school dropouts, displacement of people from native habitat and unequal access to food, water and energy bringing in their wake untold misery and suffering. The market forces have brought unprecedented opportunities and prosperity but the inequality is also as pronounced and formidable. The global scenario is indeed sad and depressing. There is, however, a silver lining

at the end of the tunnel. Every word in the Preamble and wide ranging recommendations covering policy, governance, finance, participation, quality etc. pulsate with a lot of hope, faith and conviction that all is not lost and life can be started afresh despite crippling constraints and challenges through access to functional literacy and continuing education. And that is the quintessence of Belem Declaration. Radical and qualitative change amounting to transformation is possible through adult learning and continuing education. Belem Framework for Action presents a strategy which is possible, feasible and implementable and the desired results achievable. In Sakshar Bharat we speak the same language with the same energy and conscience. Sakshar Bharat envisages a learning process which would be comprehensive, inclusive, integrated and life long. In Sakshar Bharat like Belem framework for action we are crystal clear in advocating a type of adult learning and education which will equip people with knowledge, capabilities and endowments, skills and competencies and values and principles add a new meaning to life.

University Department of Adult, Continuing Education and Extension-

The University Grants Commission (UGC) played a Important role in shaping the University Adult Education in India. From the launching of the National Adult Education Programme in 1978. During the last two decades, the UGC has formulated a number of guidelines on adult, continuing education programmes, also provided one hundred per cent funding support to universities to implement the programmes. Today as many universities have set up Adult Education Departments and they have implemented a variety of programmes. University Education in India is identified with the preparation of people for professional work. Today it needs to be examined whether the initial training and preparation of young people for occupations of professional level is all that universities need to do. In an ever changing society which grows complex and mysterious at every turn of the year, professionals need guidance and illumination almost throughout their careers. The UGC guideline on Adult/Continuing Education emphasises that the universities and the colleges must become sensitive to the learning needs of the community and respond to the same through relevant learning programmes and tools.

The target groups are less privileged and underprivileged sections of the society, it may include women, in particular women of rural and slum areas, Scheduled Castes and Scheduled Tribes, drop-outs, unemployed and out of school youth, handicapped workers in the unorganised sectors, workers in organised sectors, teachers and handicapped children and university

students from underprivileged rural groups and slums. Maulana Azad, the first Union Minister for Education, formulated a new concept of Adult Education as social education.

Jana Shikshan Nilayam

As provided in the NLM document, the Government decided in February 1988 to establish Jana Shikshan Nilayams⁴⁸ (JSNs) all over the country in a phased manner. The intention behind establishing them is to institutionalize post-literacy and continuing education. While doing so, an effort has been made to utilize the experiences of several similar attempts made in the past by the various departments of Central and State governments, nongovernment agencies and people themselves. JSN includes programmes which were being organized as a part of farmers' training programmes, rural radio forum and charcha mandals, (debate centres) youth clubs, mahila mandals, mobile and village library system, rural reading rooms etc. Determined efforts were being made to steer the developmental process towards extending it to the weaker sections of the society. The basic objective in the planning of post-literacy and continuing education programmes is to ensure retention of literacy skills, provision of facilities to enable the learners to continue their learning beyond elementary literacy and to create scope for application of their learning for improvement of their living condition

Conclusion-

According to Edward, 'Lifelong learning is reconfiguring the institutions and purposes of education' the role of lifelong learning is critical in addressing global educational issues and challenges. Lifelong learning "from cradle to Grave" is a philosophy, a conceptual framework and an organizing principle of all forms of education, based on inclusive emancipator, humanistic and democratic values; it is all encompassing and interregal to the vision of a knowledge based society. Department of Adult, Continuing Education and Extension has challenge like programme Development , Sustainability and Convergence it include academic Research and Extension-

- Coordination of the Govt. Program with Dept.
- lack of Developing Partnership with corporate Industries -
- Learning Resource-
- Use of Information Technology
- Evaluation of various educational Project
- Teaching Program like PG in Lifelong learning, Diploma in Adult Education etc.
- Development of Teaching Learning Materials.
- Teaching Program on E-mode/ e-learning mode.

Above issue and challenges are arise in the department of Adult continuing Education and Extension to develop the coordination of the government programme and university programme which can be helpful.

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