



## A study about tendency of lifelong learning in India

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**Abstract**

Lifelong learning depends on internal nature of humans that like to learn more and more without limits of age. This education may be either formal or informal, may be theory based or practical training based. Generally, most of the people do not like study after joining employment. However, there are some people that take interest in learning after employment also. They feel happy and satisfied after learning and want to learn more new things.

**Keywords:** Tendency, Learning

**Introduction**

Lifelong learning has been an integral part of Indian culture. Indian interest in lifelong learning has been greatly influenced by the global discourse on lifelong learning and its advocacy by the transnational organizations like the UNESCO and the European Commission. These two organizations have not only played a key role in publicizing the concept of lifelong learning in India, but also orienting the government officials and academic community towards lifelong learning. The academic support provided by these organizations has given boost to India’s lifelong learning program, the socioeconomic changes taking place within and outside the country due to globalization, liberalization of the economy and the tremendous expansion of ICT also necessitated a review of adult education policy and its reformulation as lifelong learning.

Education does not end with schooling, but is a lifelong process. The adult needs an understanding of the rapidly changing world and the growing complexities of society. Even those who had the most sophisticated education must continue to learn; the alternative is obsolescence. Thus, viewed the function of adult education in a democracy is to provide every adult citizen an opportunity for education of the type which he wishes and which he should have for his personal enrichment, professional advancement and effective participation in social and political life.

With the success of literacy programs and the increasing number of neo literates and their keenness to continue learning, the National Institute of Open Learning started an equivalent program which provided an important channel for continuation of learning of neo literates by recognizing, validating and certifying their learning. While different programs of lifelong learning were being developed in India, the influence of the UNESCO and European Commission gave further impetus to the development of lifelong learning policy in India.

Currently lifelong learning is often used as an umbrella term to cover basic literacy, post literacy, continuing education

and extension programs of different organizations, refresher / continuing courses of professional bodies, private institutions and business houses; but not conceived as an overarching framework of learning. It is mainly due to absence of inter linkages among different sectors of education and recognition and validation of prior learning.

**Objective**

- Finding of wish to learn lifelong among male persons
- Finding of wish to learn lifelong among female persons

**Hypothesis**

1. There is no significant wish to learn lifelong among male persons.
2. There is no significant wish to learn lifelong among female persons.

**Methodology**

Descriptive survey method was applied for this study. 300 persons of age 41-70 years were randomly selected as sample. 50% male and 50% female were incorporated. They were interviewed using self-prepared questionnaire regarding their learning. Collected data was tabulated and comparatively analyzed using percentile tool.

**Finding and Analysis**

Data table 1 show that among male of age group 41-50 years 8% found interested in lifelong learning. Among male of 51-60 and 61-70 years interested persons were marked as 7% and 5% respectively. Hence hypothesis 1, there is no significant wish to learn lifelong among male persons is accepted.

For female members 9% interested searched in age group 41-50 years, 8% marked among age group 51-60 years and 7% among 61-70 years respectively. Thus hypothesis 2, there is no significant wish to learn lifelong among female persons is accepted.

**Table 1:** Status of Effect of Progressive Institute on Students

Category of Institute	Components	Effect of Thinking on Students %	
		Progressive	Non-Progressive
Progressive	Infrastructural	67	31

	Technical	73	24
	Operational	64	33
	Academic	76	22
	Faculty	79	17
Non-Progressive	Infrastructural	23	71
	Technical	21	73
	Operational	28	64
	Academic	26	69
	Faculty	32	61

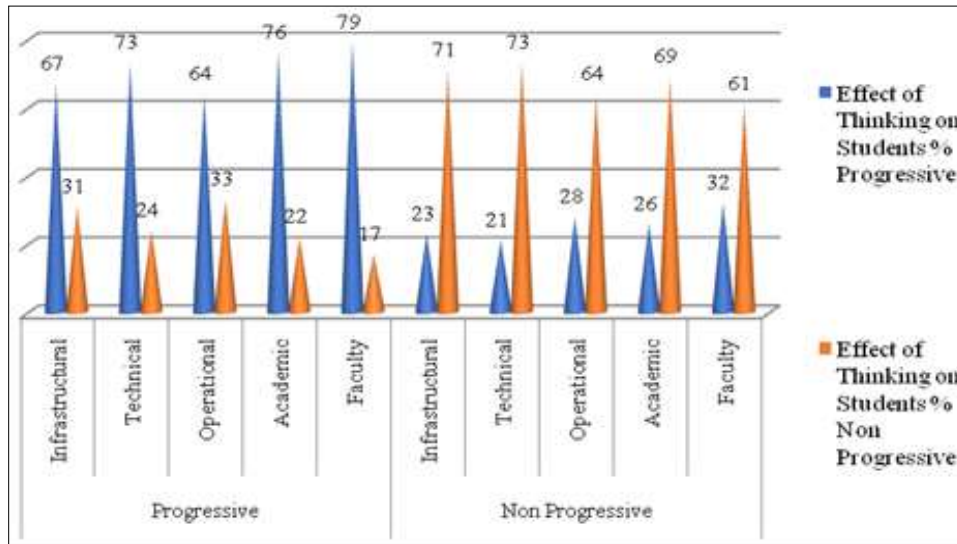


Chart 1: Status of Effect of Progressive Institute on Students

**Conclusion**

Study indicates that lifelong learning is best way to keep engage them. Knowledge needs to be transferred to others also. There are various fields and medium of learning that may be used according to choose and may convert into source of joy. Learning never ends and with time it becomes easy since experience increases no. of ways of learning. For success of it social awareness is necessary.

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