

Higher Education and Life Long Learning among Teaching Professionals: Mysore District

Chandra Kumari

Research Scholar, Department of History, Kannada Sangha, Mandya, Kannada University, Vidyarnya Hampi, Hospet Taluk, Bellary

ABSTRACT

The purpose of the paper is to know about lifelong learning among the teaching professionals. Information communication technology (ICT) plays a major role in teaching professional field update of knowledge now a day's Lifelong learning is essential for teaching professionals. This paper discuss about Higher education and Lifelong learning among teaching professionals: Mysore District on basis of survey method questionnaire were distributed to 150 teaching professionals of primary/secondary school and PU colleges both private and government in Hunsur. 114 were returned response. Returned response rate is 76%. This paper mainly focuses on the objective of the study that includes gender wise, geographical wise, purpose of lifelong learning and reasons for not undertaking Lifelong learning. The study proves that the qualification acquired through lifelong learning is only 17.54% where as the qualification acquired through formal study remains as high as 85.19% among the teaching faculty of school and colleges. The study suggests that there is pressing need for introducing Lifelong learning in order to increase competency in their respective fields by providing incentives to learner and the higher educational Institutions that cater to this demand

MAJOR FINDINGS

1. Majority of response are Female 56.15%
2. Majority of respondent living in rural area 52.64%
3. Majority of respondent are age group 25-30 38.60%
4. Main reason for not opting for lifelong learning is due to ignorance about the availability of the courses offered is 29.82%
5. Majority of the teaching faculty is found not acquiring additional qualification through Lifelong learning and their ratio is 82.46%
6. Main purpose among those who undertake Lifelong learning is the result of personal interest and their ratio is 14.04%

INTRODUCTION

Lifelong learning is the ongoing, voluntary and self-motivated pursuit of knowledge for personal or professional reasons. Hence, it not only enhances social inclusion, active citizenship and personal development but also self-sustainability, competitiveness and employability. The term recognizes that the learning is not confined to childhood or the classroom but takes place throughout life and in a range of situation.

The first lifelong learning institution began at the new school for social research in 1962 as an experiment in learning after retirement. Later to make it inclusive to non-retired persons the name was changed to lifelong learning institute. During the last fifty years, changes and innovations in science and technology have had profound effect on learning. Learning can no longer be divided into a place to acquire knowledge and place and (school) time apply knowledge acquired (the place of work), instead learning can be seen as something that takes place on an ongoing basis from our daily interactions with others and with the world around us it can create the form of formal learning and self directed learning.

There are several established contexts for lifelong learning beyond traditional schooling.

- 1. Home schooling-** Learning to learn or the development of informal learning pattern.
- 2. Adult Education-** Acquiring formal qualifications or work and leisure skills later in life.

- 3. Continuing Education** – Which after describes extension courses offered by higher education institutions.
- 4. Lifelong Learning institutes-** which caters to over 50 years of age which are non- credited college-level study for intellectual challenge and social enjoyment.
- 5. Inservice Trainings** – which includes professional development and on job training.
- 6. Personal learning** / self directed learning – using a range of sources, tools including online applications.
- 7. E-learning** is available in number of colleges and universities to individuals to learn independently.
- 8. A MOOC** – massive open online course- in which a teacher or team offers syllabus and directions to participants in hundreds, or thousands of learners. Most of the MOOC’s do not offer credit, that is why they are useful for lifelong learning.
- 9. Online Refresher programme** for faculty by MHRD on SWAYAM is a course offered for professional development.

There is no doubt that universities have vital role to play in promoting lifelong learning. In 1997, the agenda for the future adopted by the 5th international conference on adult education called for institutions of formal education ,from primary to Higher education level to open their doors to adult learners, both women and men, adopting their programmes and learning conditions to meet their needs.

EDUCATION IN MYSORE

Before the advent of the European system of education in Mysore, agraharas that is Brahmin quarters provided Vedic education to Hindus, and madrassas to Muslims. Modern education started in Mysore in 1833, when a free English school was established. Maharaja’s College was founded in 1864 and a high school exclusively for girls was established in 1881 and later was renamed as Maharani’s Women’s College.

The Modern education system was enhanced with the establishment of University of Mysore in 1916 by Maharaja Krishnaraja Wodaiyar IV. Until reorganization and renaming of Mysore state, Mysore University played vital role and prescribed education in and around the kingdom of Mysore.

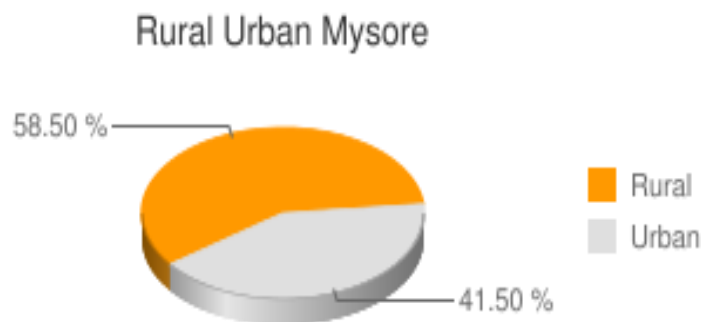
UNIVERSITIES HEADQUARTERED IN MYSORE

Established University	Type	Level	Specialization
1916 University of Mysore	Public	Undergraduate, graduate, post-graduate, and doctoral research.	Multi disciplinary
1996 Karnataka state open University	Public		
2008 JSS University	Private		
2008 Karnataka State Music University	Public		Music

Description	Rural	Urban
Population (%)	58.50 %	41.50 %
Total Population	1,755,714	1,245,413
Male Population	887,500	624,100
Female Population	868,214	621,313
Sex Ratio	978	996
Literates	994,670	967,510
Male literates	560,734	503,032
Female literates	433,936	464,478
Average Literacy	63.29 %	86.09 %
Male Literacy	70.64 %	89.50 %
Female Literacy	55.78 %	82.67 %

POPULATION DISTRIBUTION AND LITERACY RATIO IN MYSORE DISTRICT

Population Chart



OBJECTIVE OF THE STUDY

1. To know the purpose of lifelong learning
2. To know the problem facing while doing lifelong learning
3. To identify the gender wise lifelong learners
4. To identify the geographical area of lifelong learners.
5. To identify the way of learning to the lifelong learners.

METHODOLOGY

The present study was carried out as a survey based on study using questionnaires as the tool bar for primary data collection to obtain information selected to objective of the study and secondary data collection from books, internet, govt. website, reports, handbooks etc.

A questionnaire was distributed among 200, teaching professionals, of primary / secondary /PU / UG/ PG selected schools and colleges at Hunsur, out of which 160 duly filled questionnaires were received back. The data those collected has been tabulated using Ms- excel software and presented in the form of table and chart for the analysis of the data.

Totally 150 questionnaire distributed in Hunsur taluk among them 114 respondent received to the survey

Table-1: Gender Wise Distribution of Respondent

Gender	Respondent	Percentage of Respondent
Male	50	43.85
Female	64	56.15
Total	114	100

Table 1 shows that gender wise distribution of the respondent 43.85 % of Male and 56.15% respondent of Female

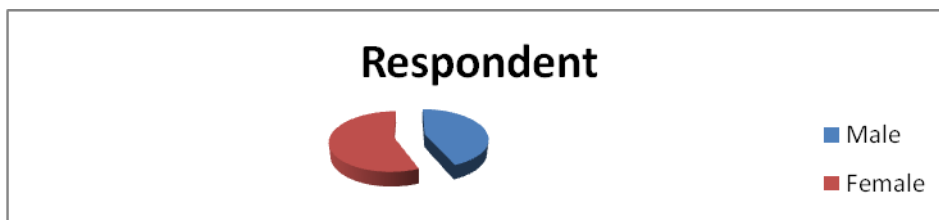


Table-2: Age Wise Distribution of Respondent

Age	Respondent	Percentage of Respondent
25-30	44	38.60
31-35	30	26.32
36-40	8	7.02
40 above	32	28.07
Total No of Respondents	114	100.00

Table 2 shows that Age wise distribution of respondent majority of respondent age group 25-30 38.60% followed by age group 31-35 26.32% , 36-40 7.02% and above 40 28.07%.

Table-3: Geographical area wise Distribution of Respondent

Geographical area	Respondent	Percentage of Respondent
Urban	54	47.36
Rural	60	52.64
Total No of Respondents	114	100

Table 3 shows that Geographical area wise distributing of the respondent 47.36% of Urban and 52.64% of Rural.

Table-4: Education qualification at time of joining duty.

Qualification	Respondent			
	SCHOOL	%	COLLEGE	%
PUC	8	14.81	0	0.00
UNDER GRADUATION	26	48.15	58	96.67
POST GRADUATION	8	14.81	58	96.67
PROFESSIONAL TRAINING	46	85.19	58	96.67
OTHER	0	0.00	0	0.00

Table-5: Educational qualification after joining duty.

Qualification	Respondent			
	SCHOOL	%	COLLEGE	%
UNDER GRADUATION	16	29.63	02	3.33
POST GRADUATION	20	37.04	02	3.33
PROFESSIONAL TRAINING	08	14.81	02	3.33
OTHER	00	0.00	12	20.00

Table 4 and 5 shows the comparative responses from the school and college faculties before and after joining the duty, before appointment there are 14.81% of the samples from PUC based, 48.15%, 14.81% and 85.19% UG, PG and professional courses respectively for school appointment, on other hand college faculties get UG, PG and professional training equal percentage of 96.67% respectively, after joining the duty good response for the Lifelong learning from school than college faculties 29.63% samples from the school got UG after appointment followingly 37.04% and 14.81% samples got PG and professional training respectively, in this way college responses is poor it is only 3.33% in all the cases.

TABLE-6: Qualification Currently Acquiring (Respondent)

	Respondent	%
Acquiring	20	17.54
Not Acquiring	94	82.46
TOTAL	114	100.00

Table 6 reveals that qualification currently acquiring of respondent ACQUIRING 17.54% and 82.46% not acquiring of the study.

TABLE-7: Qualification Currently Acquiring (Respondent) If Yes: Purpose of Lifelong Learning

		%
Personal Interest	16	14.04
Professional reason	04	3.51
Superstition	00	0.00
Department/Management venture	00	0.00
To get more Knowledge	06	5.26

The purpose for the Lifelong learning by the respondents is shown in the above table indicate that more than 14.04% of respondent main reason is personal interest followed by 3.15% professional reason and 5.26% to get more knowledge.

Table-8: If No: Purpose of Lifelong Learning

		%
No Interest	26	22.81
Economical problem	30	26.32
Geographical problem	20	17.54
Not sure of the convey	34	29.82

The reason of the do not lifelong learning by the respondents is shown in the above table indicate that more than 29.82% of respondent main reason of Not sure of the courses, economical problem 26.32%, 22.81% of respondent no interest and 17.54% geographical problem of the learner

Table-9: Do you Support Learning as essential of the completion of the course.

		%
Yes	106	92.98
No	08	7.02
Total	114	100.00

Above table shows that support learning as essential after the completion education qualification 92.98% positive feedback 7.2% and respondent negative feedback

CONCLUSION

The study shows that formal education out runs the Lifelong learning among the teaching faculties under different stages. I feel, unless incentives and awareness and availability is extended among the teaching faculties to utilize it for their own competency and contribute in a unique way for the economic development of the nation, it'll be difficult to pass it on to their pupils in different stages. The random survey conducted in among the schools and colleges at Hunsur is the sample of primary data collected specifically for this purpose and to find the above result is also an eye opener for the interested and responsible researchers to find Lifelong learning among other fields such as medical, technical, business, and agricultural and so on. So that the total finding can help the policy makers of the nation to frame concrete action plan to enhance the human resource for the welfare of our country through higher educational institutions of our country.