

SIGNIFICANCE, STRATEGIES, AND SHIFT OF ANDRAGOGICAL PRACTICES THROUGH THE PURVIEW OF NEP 2020

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Introduction:

The art and science of adult learning were described as Andragogy by Knowles. Almost two centuries ago it was first assumed that adult learning can be similar to child learning i.e., pedagogy. But it soon became apparent that adults respond differently as they accumulate experiences and choose their own fields to study. A German grammar school teacher named Alexander Kapp in 1833 was the first to use the term andragogy, which means man-leading in Greek. He used it to refer to the normal process by which adults engage in continuing education and to describe the educational theory of the Greek philosopher Plato.

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Knowles through his first article titled, “Andragogy, Not Pedagogy”, in 1968, provided his concept of andragogy. Also defining the two attributes essential to the concept as the learners being self-directed and autonomous and the second being that of the teachers being facilitators rather than presenters of content. This provided a unified concept and head for continuing and adult education, especially differentiating it from Pedagogy. According to the national committee report on Curriculum on Adult Education, ‘The first step, is to understand Adult Education Programme as a continuous and lifelong education program⁽¹⁾.’ This in step with the NEP 2020, gives educators the responsibility to facilitate andragogy as the focus to keep the adult populous connected to continued and upgraded skills through adult education. This need has been boosted by the occurrence of the Covid pandemic and has been a blessing in disguise as digitalization has made sure that most adults are equipped with the basic technology to access Andragogical forms of education right from soft skills certification to diplomas and degrees which they find essential and connected to their work or aligned with their interests.

Taking this further, we now need to accommodate the principles of andragogy while planning the instructions and evaluation. Experience-based education and instruction-based teaching or tutoring make the learning experience more problem or question-based as needed by the learner rather than being a content-based curriculum. As we move further with this approach, building infrastructure to host this system presents itself as the next challenge. Although virtual or digital infrastructure is more accessible and less resource-consuming, we as educators need to remember the need for a physical framework too.

Literature Review:

Andragogy:

Coining - Alexander Kapp in 1833 did not explain the term andragogy, but he used it to describe the practical necessity of the education of adults. It has never been clear whether he invented the term or borrowed it from

anyone, his description of the philosophy of Plato and connection to the word meaning man-led is not enough to establish the invention of the word ⁽²⁾. It was Malcolm Knowles who introduced the theory of andragogy and made his valuable contribution to adult and continued education for both educators and learners.

NEP 2020:

The NEP 2020, gives us an insight into the necessity and layered effects that andragogy can have in a nation's growth and upliftment of its citizens. It describes the right to obtain an education as basic for every citizen. This inserts the field of basic education in adult education as the literacy rate of our country is still too low. This enhances the chance of citizens getting educated not on the general curriculum but on practical terms that will have an immediate effect on their livelihood and standard of living. Aiming to enhance the overall status of our country this depicts the visionary targets we all need to pursue while implementing Andragogical theory into practices tailored to the Indian educational system. It further introduces the complications faced by lack of the education received by various citizens, who face innumerable situations that could be remedied simply by educating them under the adult education or Andragogical system of education ⁽³⁾.

NEP mentions the studies that show the need for volunteerism and community involvement through mobilization as key factors for the success of adult literacy that needs to be achieved through the application of Andragogical theory. It also highlights the deficiency of financial support, and high-quality capacity building of educators and volunteers. It demands the alignment of political will, organizational structure, and proper planning.

NEP 2020, describes the steps to be taken as the formation of a constituent body of the NCERT to develop a curriculum framework dedicated to adult education aiming to achieve 100% literacy and evolution of the country through its citizens. It mentions that there will be at least five types of programs such as 1) foundational literacy and numeracy, 2) critical life skills, 3) vocational skills development, 4) basic education and 5) continuing education.

It describes the importance of infrastructure as a key initiative by using schools/ school complexes after school hours and on weekends and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities. Further, it describes the importance of the instructors, educators, and Qualified community members who will deliver the curriculum framework to mature learners for all five types of adult education as described in the Adult Education Curriculum Framework. Finally, it mentions the importance of technology that is required to strengthen and undertake various initiatives, while ensuring its deliverance to the learner. It also includes quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries to be delivered in an online or blended mode.

National Curriculum Framework for Adult Education:

It gives some principles for the framework of Adult Education such as the development of learners' critical consciousness, leading to their empowerment, to become aware and confident about everything around them while enabling their democratic participation and instilling constitutional values. It should also respect the learner as a productive person with a sense of well-being, dignity, and removal of discrimination, especially inoculating gender equality.

The national curriculum framework for adult education also describes the strategies that can be implemented. It demands a variety of programs as there is a great amount of diversity among the learners and their prior education. 'Local centres', is the first strategy mentioned, needing local facilitators, discussion of flexible timetables, and local issues involving the hands-on experience of resolving the issues within their capabilities. The next strategy mentioned is literacy camps, especially for women who cannot leave the village due to their social and personal situations. Finally, it mentions the short-term courses to counter any issue-specific need and target small-term duration enabling the participation of people from various backgrounds.

Objective:

The objective of this study is to (1) Gauge the awareness of the Andragogical practices, (2) state the **significance** of Andragogical practices (3) Enlist the **strategies** mentioned in the **NEP 2020** around Andragogical practices for the necessary **shift** of the teaching-learning system around adult education.

Methodology:

This study involves 2 parts of data. The primary source of information collected for this study is based on the literature available on NEP 2020 policy, the research papers on Andragogical approaches, and literature reviews on the comparison and analysis of both.

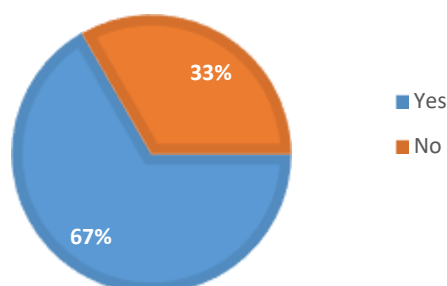
The second part of the study is random data collection in the form of a survey. This survey was shared online and the results were collected with various data points. The details have been enlisted further.

The sample size of the study considered here is 186. This includes the random survey takers, and randomness with respect to their gender, profession, and age. This survey was shared online, hence the people who are able to access the internet form the base point of this study.

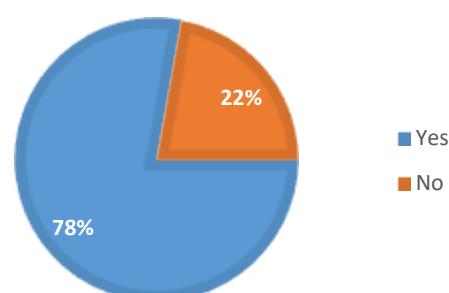
Observations:

In the study: 57% were female, and 42% were male participants whereas, 58% were students, and 32% working professionals. The age range was seen from 19 to 59, in which 60% belonged to the range of 19 to 24.

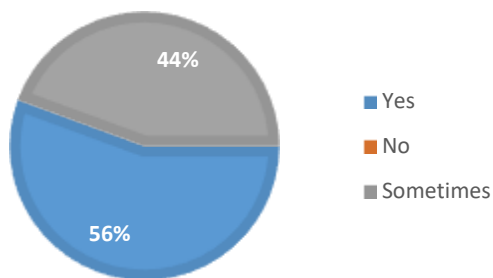
Q.1 Are you aware about andragogy?



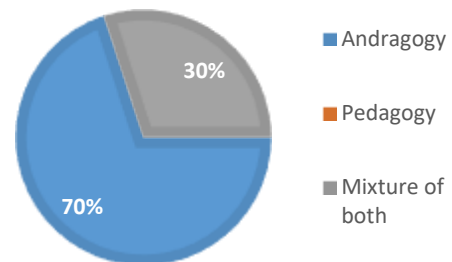
Q.2 Do you know the difference between adult learning (teaching/learning after school) and Pedagogy(school/child learning)?



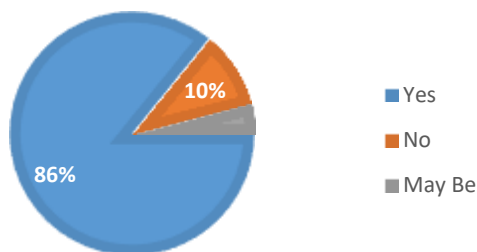
Q.3 Now that you know, learning should be different before and after school level, have you felt the difference during your higher studies?



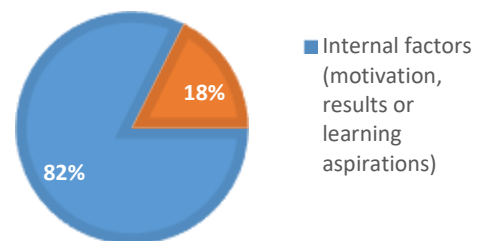
Q.4 Will you prefer andragogy or pedagogy for your continued studies?



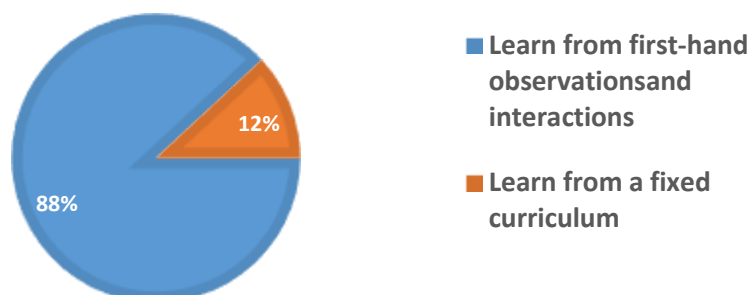
Q.5 Do you think, if offered profession based teaching will you readily take part in such courses?



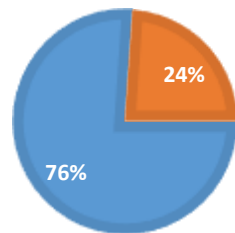
Q.6 What motivates you, while selecting something to learn?



Q.7 What would you prefer?

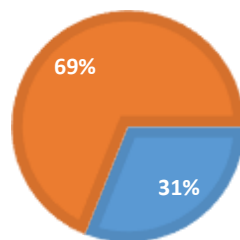


Q.8 What would you prefer?



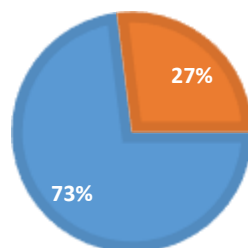
- Independent learning and training scenarios
- Books, theories and conceptual study only

Q.9 What would you prefer?



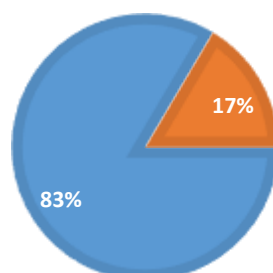
- learn from a fixed curriculum
- learn from first-hand observations and interactions

Q.10 What would you prefer?



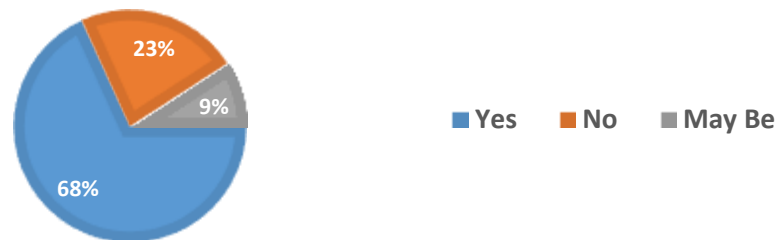
- learning with known clear objectives (obvious, relevant and immediate results)
- learn a topic with implied and uncertain value.

Q.11 What would you prefer?



- learn a topic which is of immediate value.
- learn a topic with implied and uncertain value.

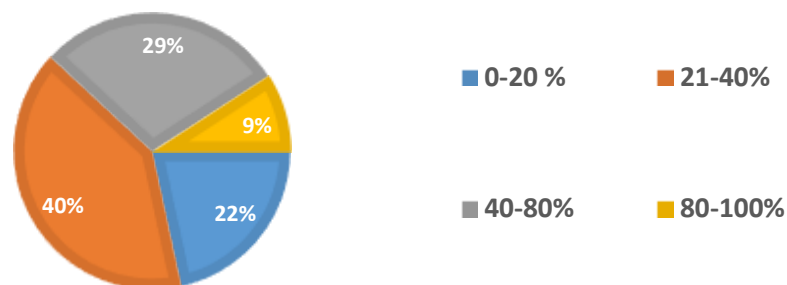
Q.12 Are you aware of any courses or studies that can help you with your profession?



Q.13 What way of assessment do you prefer?



Q.14 How relevant do you think the subjects you learned in school are to your current course or profession?



Result:

The observed data from the survey shows some vital information. The most evident inference that comes across is the lack of apparent awareness about andragogy amongst people with education of up to at least graduation. When asked about availing courses related to their respective profession more than 86% replied yes. This shows the 3rd principle of Knowles to be true -Adults are most interested in learning subjects that have immediate relevance to their job or personal life, when they get to choose the learning content when it becomes a continuing process or gets categorised as andragogy.

By giving preference to experience and interactions 87% adults of the survey affirm the principle of andragogy, which is Experience (including mistakes) provides the basis for learning activities and adult learning being problem-centered rather than content-oriented. (Kearsley, 2010) ⁽⁴⁾.

When enquired about the awareness related to the courses, they think they need to take on to help their continued growth their response was 68% saying yes, implying the awareness and need for andragogy and its sound infrastructure in present times.

When asked about the assessment preferred by the participants, almost 82% choose it to be a balanced assessment including external as well as self-assessment, which affirms the principle of andragogy- adults need to be involved in the planning and evaluation of their instruction.

Discussion:

As mentioned in the NEP, 2020 and as apparent in abovementioned analysis, the awareness albeit through different names and kinds, andragogy is becoming the new frontier for developing forms of education. It is beyond the scope of just being a theoretical and privileged field that needs too much of infrastructure just to start getting results. Through various skill development centres and courses with immediate professional opportunities various public offices have started providing andragogical education to many who need it. There are industrial elements who have also inoculated andragogical practices to upgrade the skills of their employees giving them modern education and field experience. Especially for any innovation, patents and start-ups, there are many companies, people, public offices and NGO's that provide field specific or necessity specific education and experience sharing sessions. This is an evolved and smaller form of andragogical education, it still embodies all the principles of andragogy.

Higher education has always been a next-to-take up kind of or a follow up study for those who wish to continue education, seldom though we see actual research-oriented approach for continuation of education. But andragogy has brought in another view on the same, by providing learner centered take on the curriculum providing results and assessment leading to problem-based approach for continued education. Custom designed courses to progress through careers or to switch the stream of one's job profile has been the highlight of the post-pandemic times.

Another factor that has helped the andragogical approach to flourish is the acceptance of the industrial trend setters accepting the skills of the professionals rather than their degrees and qualification on papers. This has encouraged various professionals to equip themselves with time relevant expertise, which has been possible through andragogical system that has evolved to provide for the continued education.

Conclusion:

Through the survey questions and the literature review presented in this paper, it is evident that the scope of spreading awareness of Andragogical practices is quite vast. The mere introduction of the term in mainstream education can stir its significance to all conscious learners and educators. The policy in NEP 2020, focuses more on continued learning practices and can be comfortably mapped and extrapolated to basic and advanced Andragogical practices. There is an alarming need to introduce, implement and practice the Andragogical way of teaching-learning.



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