



**UGC Sponsored
National Seminar on**

Facilitating Sustainable Livelihoods for the Impoverished: The Role of Educational Process

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Organized by the

**Department of Lifelong Learning and
Extension**

In collaboration with

**Interdisciplinary School (IDS)
(Humanities & Social Science)**

**Savitribai Phule Pune University
(Formerly University of Pune)**

Ganeshkhind, Pune – 411 007
Maharashtra

Ph. 020 – 25601277, 25692651, **25690569**

Fax: 020 – 25690650

Email: adultseminar2016@gmail.com

About the Seminar

Education is a great channel to bring any developmental process. Wagner (1990) pointed out that every individual is born with a collection of abilities and talents. Education in its many forms, has the potential to help fulfill and help them in order to achieve social and economic development. It has become common place for national development to be linked to education, and it is generally frequently measured in terms of literacy. Making people as informed citizens to shape their own destinies for a holistic development, education plays an important role. Further, education is also a basic human right which expands personal choice, control over one's own environment, and allows for collective action not otherwise possible.

The myriad benefits of receiving education leads to receptivity to new ideas, competitiveness, and willingness to accept discipline – are directly relevant to productive economic activity. Studies in several countries have shown that 'modernity' of outlook towards activities ranging from voting to family planning, savings to working, is influenced by the level of individual's education (Hemalatha, 1987). There are also many studies on the direct effect of education on individual productivity and earning which are examined for the self-employed and the employees. Most of the empirical evidence comes from studies in agriculture, comparing the productivity, increased yields and innovative activity of literate and illiterate farmers. Where the complementary inputs required for improved farming were available, the annual output of a farmer who had completed four years of primary schooling was on an average 13.2 per cent more than that of one who had not been to schooling was on an average smaller in number but substantial. It is, thus significant that studies which compared the increase in production consequent on the investment in education compared very favorably with investment in other sectors (World Bank, 1980).

Whether education in its entirety, has contributed to economic development of a nation and how much this has contributed to GNP – are not particularly useful questions for two reasons. First, it has been evident from what has been learned from experience and studies about education and economic development that the relationship between the two is an interactive one rather than one of the linear causations (Wagner, 1990). Further, it is also true that Education is for the most part an enabling rather than a causal factor, making possible the development of complex political structures, syllogistic reasoning, scientific enquiry, linear conception of reality, scholarly socialization, artistic elaboration. Whether, and to what extent, these will in fact develop depends apparently on concomitant factors of ecology, inter-societal relations, and internal ideological and social structural responses to these (Gough, 1968).

Education and Rural Livelihoods

In the context of rural India, Education needs to be recognized as a key element of the asset base of rural livelihoods. A sustainable livelihoods perspective brings disciplines together on a common non-sectoral ground, and makes education more relevant to the holistic reality of the rural poor. Achieving food and livelihood security is a necessary condition for education to contribute to sustainable livelihoods. The vision of education has to be values based and lead to appropriate action. It involves building information, awareness, knowledge, skills, attitudes and behaviour. Education for sustainable livelihoods encompasses broad-based capacity development, including both formal and non-formal education systems at all levels, and refers to life-long learning. It links to diverse livelihood sectors – both existing and emerging.

Emphasis on New Thrust Areas

Given the fast changing social and economic circumstances in the post economic reforms period, where the global village concept is unprecedentedly emerging, the role of education needs to be re-oriented to address new thrust areas as identified as follows: Skill-based education, Entrepreneurship, Equity concerns, Gender equity, Sensitization of the powerful

and privileged (especially policy makers and planners), Strengthening the capacity of the disadvantaged, Policies and regulations, Population education and human resource development, Responsible consumption and use of resources, Stewardship, Social accountability, Natural resource conservation, Organic agriculture and permaculture, Indigenous knowledge, Appropriate scientific knowledge systems

In the changing circumstances of economic and social development, it is not the mere reading and writing skills that matters important to make the rural livelihoods sustainable but it is the focus on newly emerging areas, as cited above, need to be focused in our education system. Since the education system in rural India is strongly anchored, it not impossible to bring in new thrust areas in to focus.

If needful attention is paid on the above cited strategies then the sustainability of rural livelihoods can be ensured.

Rural Livelihoods: Some More Important Issues

Education for sustainable livelihoods is relevant to different stake holders (e.g. policy makers, donors, media, government bodies at all levels, private sector, NGOs, civil society, health professionals, women, youth, parents, teachers, households and communities).

Training and reorientation are needed for stakeholders in the context of education for sustainable livelihoods, including policy makers, local governments, teachers/ trainers, donors, NGOs, community-based organizations, universities (agriculture, forestry), private sector, individuals, groups, communities and other key stakeholders. Participatory methodologies and decentralized delivery are necessary along with a preparedness to unlearn before attempting a training/education plan. Training is to be viewed as a learning partnership.

Material development is an integral part of capacity building. Locally relevant materials need to be developed and made accessible through participatory, consultative processes. The opportunities

that emerging and existing media provide need to be utilized.

Educational interventions must feed into the larger context of development interventions. Several participatory planning tools are available to help analyze the existing reality and identify need for change

Multi-level interventions must focus on all levels from individuals to groups to communities to local, regional, national, global interventions; and multi-sphere interventions covering policy, institutions, practices (for example, influencing formal education systems with a sustainable livelihoods perspective, evolving non-formal systems to cater to capacity development needs in specific livelihood sectors). Reflection and critical awareness about our knowledge, how and what we learn, and what we need to unlearn concerning the conditions, lives and livelihood strategies of poor people, should be integral to all education for sustainable development, putting their realities first.

Addressing power inequities and empowerment (e.g. the Reflect approach) is key to all educational interventions attempting to impact sustainable livelihoods. This will require decentralized structures and systems; and need-based education with participatory learning approaches and hands-on activities (in all contexts of learning) (e.g. Rural/Farmer Life Schools as an approach) and field immersions with poor people to help to listen to their views and to understand their realities.

Sustainable Rural Livelihoods: Strategies for Educational Process

It is not the mere focus on new thrust areas that matters important but it is also the strategy to focus on the same also requires to be attended to. A few of the important issues in this regard are identified in the following manner:

- Identification of Content and Methodology of education those are participatory, inclusive, simple and locally relevant.
- Active, experimental learning with hands-on activities, which leads to action.

- Use of existing methodologies with enhanced quality.
- Rejuvenating traditional and Indigenous knowledge systems.
- Building local networks of communities
- Promoting skills for local natural resource-based enterprises
- Strengthening Capacity building of para-professionals offering varied services to support livelihood activities.

Mode of submission of Papers

The participants are requested to submit the papers only on the themes mentioned above. The papers are either in English or Marathi only no other languages. An abstract (not exceeding 300 words) of the paper should reach the seminar organizers on or before 1st December 2018 and full length paper should reach on or before 20th December, 2018 by an e-mail attachment (adultseminar2016@gmail.com). The abstract must contain the title of the paper and affiliation of author(s) etc.,

Travel

The paper presenters are requested to make their own arrangements for meeting their travel expenses from their parent institutions.

Contact Persons

Prof. Anjali Kurane, Coordinator, Centre for Social Science and Humanities, Interdisciplinary School (IDS), Mobile No. 9422517048, Mail: anjane08@gmail.com

Prof. Dhananjay Lokhande, Director and Head, Mobile Number 09423247051 and Mail: hodadult@unipune.ac.in

Prof. Vilas Adhav, Professor and Seminar Coordinator, Mobile Number 09850910917 and Mail: adhavvb@gmail.com

Dr. P. Viswanadha Gupta, Assistant Professor & Seminar Coordinator, Mobile Number 08956774332 and Mail: drpvgupta.nlma@gmail.com,