An Ideation of Blended Learning Design for Lifelong Learning of women

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Abstract

This research paper brings together the researcher's scholarly interests in lifelong learning and the selected contributions from the extent literature, and the findings with the resultant discussion that emerged from the research activities. These elements were aimed at collectively answering the central research question of the present study that is 'what are learning needs of women in India?' and anotherquestion that is 'What type of learning environment is required for fulfilling women's needs of lifelong learning?' So this paper proposes the blended learning design as a solution for LLL of women. This research explains that blended learning is not only an integration or combination of face to face and online learning but also it is a learning process which directly effects on the learning components such as learners' objectives, instructions, motivation, emotions, volition, and learning environment, learning material, time scheduled, facilities and ultimately learner's vision. It is a convergence of real to virtual and virtual too real.

Keywords: Lifelong Learning (LLL), Blended Learning, Self Help Groups (SHGs), Scenario Based Learning, Alternative Media Sources

1. Introduction

1.1 Introduction to the Problem

In this era of 21 century, all the doors of learning are opened through Information and Communication Technology. The huge information is available in internet to be used by the common people. Several open education resources are also available in free of cost. Consequently the monopoly of Educational Institutions is going to be reduced day by day due to the open education resources (OER). Therefore anyone can access it from anywhere, in any time, in any pace but unfortunately in this ICT era, so many teacher endeavors to deliver the information in the classroom which is already available at internet. Maximum students carry such information instead of applying it in new creation. Practitioners are also not able to use this information properly in their improvement process for practices because they do not have the skills of generating knowledge for themselves. Delivery of information in particular form is not the main goal of learning because day by day information and knowledge is continuously generated by the people. It is in such huge amount that it is even out-dated after every day. Therefore the major serious issue is that how to generate new knowledge? How to apply it in the context of development? Accordingly developing the sense of creation is rather needful instead of giving readymade knowledge to students or to practitioners. People require the skills for generating new information and knowledge for themselves and view for using it in different form. For this purpose, they required lifelong learning to fulfill their daily needs. In rural areas, people do not have much awareness and are even not sensitized to utilize information and new knowledge in development; which is available at the portal, even though they have access of multimedia mobile phone services. People generally prefer routine practices. They lack in reflection skill. In every sector of development**,** update information and new knowledge, skills and attitudes are required to create something different way and it is only possible if they have skill of reflective thinking. In this paper the **Blended Learning Design for Lifelong Learning of women**is evolved for reflective practices.

1.2 Explore Importance of the Problem

Indian education system is one of the largest education systems in the world but its contribution in creation is found least as compare to other developed countries. The available data shows that, India produces 50 lakh graduates every year on the one side, but there is a shortage of required skilled manpower on the other side. Aspiring Minds' National Employability Report suggests that, employment needs to be viewed as a two way highway, where both sides have some distance to go before they can arrive at their destination. In this context, a committee report of sector skill on organized retail sector stated that, India is one of the fastest growing economies globally, and is also one of the youngest countries with about 58% of its population in the working age-group of 15-59 years. India's "demographic dividend" is projected to increase with 83% of its incremental population growth in the age group 15-59 by 2026. As per the Annual Report to the People on Employment (Ministry of Labor, Government of India), it is estimated that only 2% persons in the age group 15-29 years with formal vocational training and around 8% persons with non-formal vocational training, enter the world of work.(Vijay, 2012) Our strength is manpower in the world; but we are not properly getting benefits of this strength due to large number of untrained and unskilled people in the total population. While India has large young population, only 10% of the Indian labor forces include 8% informally and 2% who have formally acquired vocational skills; whereas the percentage in industrialized countries varies between 60% and 96%. Only about 3.1 million vocational training seats are available in the country whereas about 12.8 million persons enter the labor market every year. In this context a basic question is- how to increase the employability among available man power?In Indian scenario, Women are much more deprived rather than men to get the vocational education even their share is near about 50% in population of our work force. Therefore skill development for program should be launched for women which are a necessary push point on mission-mode which is required. For educating the people, we are always concentrating on formal education system but that is unsuitable for women. Several researches reported that early age of women marriage is the main cause of drop-out from main stream of formal learning. How can we bring them on the main stream of Learning?

Now we the Indian people are moving with the dream of knowledge based society towards creating skilled man power in every field of development. For this achievement, learning hub should be developed at working place where employees can use learning for their better results of their performance.Techno-pedagogycan offer the pragmatic solutions for fulfilling lifetime education needs. Entrepreneurial skills could be developed. The scope of the study is to suggest a Blended Learning design for women. It will be helpful to develop training programs for small scale industries. In present higher education system; student-teachers are engaged in acquisition of verbal information. Teachers' instruction does not focus on inculcating basic capabilities among students. So many students make endeavor to recite information and just put it as an answer to question in examination. It is just like reproduction of information. After passing the examination these students are honored by university with an award of graduate.

2. Review of Related Literature

Women LLL aims at to develop knowledge, values, skills and sustainable livelihoods, health, employment for strengthening community and family and for self-enrichment.Women constitute half of the total population in the World and they perform an estimated 60 per cent of the world's work but own only one per cent of the world's land and earn just 10 per cent of the world's income.(Preetha, K. Muralidarn & D., 2011, p. 220). It is worst conditions of women right to property. In this regard, Ana Moreno-Romero and Ruth Carrasco-Gallegorightly point out in their paper' Lifelong Learning for Women' in the network society. They addressed the question by proposing a framework that structures the challenges faced when incorporating women into key positions of the network society and shows the role of lifelong learning in overcoming those challenges.The objectives of this paper were to propose a framework to describe some of the ongoing changes and challenges to be faced when incorporating women into key positions of the network society. This paper focuses on participation and involves supporting their career development through training, mentoring and coaching programs.

Women have substantially improved their positions in the labor market. However, in top management positions the percentage of women is still low. Data from an EU report (2010) allows for a gender view of the situation. Although job growth among scientist and engineers is on the rise(6.2% vs. 3.7% for men (2002-2007), the global data for the ICT sector show a low participation of women represent 25% of the total number of people employed in the high-tech Knowledge Intensive Services (KIS) and only 2.4% of those (160,000) were women. In the high-technology manufacturing sector, women accounting for only 1.1% of those employed (or around 18,000). At the business sector globally, there are only 13 women on the boards of the 500 top companies listed by Fortune. In the EU-27 companies as a whole, 22%of the board members are women (Romerao, 2012).

Andreea Arsene in her paper' Learning the roles and rights of the Romanian women – between traditional patterns and globalization' (Lifelong Learning in the Romania gender context) has described about the Romanian women and society. In this context she wrote the Romanian society is at the intersection of some patterns and different styles of life, it conveys axiological concepts that are contradictory in many occasions, fact that determines, obviously, approaches and expectations that vary from a person to another, from a gender to the other. Women have a multitude of roles, from the traditional housekeeper to the professional and performing person, from the mother to the skills of an independent person. She formed a group of 120 people, who have expressed their positive and negative connotation about some stereotype views running in the society. Therefore the goal of any lifelong learning community should be to encourage all of its members to reach their highest level of educational attainment without any biases of gender, caste, class, religion and region. Community action should promote socio-economic development and sponsored collaborative workplace learning strategies for small scale enterprises in rural and urban area. For these, lifelong learning policy should adopt the goal on inclusiveness for all the members of the community and can help to reform the attitude of patriarchic society towards women (Tupe, 2014).

Karen A. Rempel in her thesis, 'The Reality of Lifelong Learning in a Rural Community' explored the reality of lifelong learning from the perspective of adults in the community who were involved in Lifelong Learning activities in Neepawa, Manitoba. The main aim was to help develop a deeper understanding of (a) the processes of lifelong learning in adulthood, and of (b) the interaction between individuals engaged in adult learning and social capital in a rural community. The reality of lifelong learning in this community was explored through written materials and individual and focus group interviews of adults who were involved in some way with lifelong learning activities in Neepawa, Manitoba (Rempel, 2010).

K. Balasubramanian, P. Thamizoli, Abdurrahman Umar and Asha Kanwar in their study, Using mobile phones to promote lifelong learning among rural women in Southern India focused on a group of illiterate and semi-literate women in Southern India who are challenging (latently as well as manifestly) the existing social relations through mobilization and learning. It attempts to understand the relationship between social context and the use of mobile phones as tools for lifelong learning vis-à-vis the gender dimension. The study was based on the premise that the digital divide in terms of gender should be perceived beyond the issues of simple access to ICT.The objective has been to delineate the gender dimension in the use of the mobile phone as a learning tool among the women involved in the goat-rearing enterprise. A survey was conducted among a sample 73 women randomly selected from the 320 who participated in the project. (Balasubramaniana, Thamizolib, & Umara, 2010)

Linda De George-Walker and Mary Keeffe published their research paper entitled '**Self-determined blended learning: a case study of blended learning design'.** This paper proposes, describes and evaluates a pedagogical approach to blended learning focused on learners and learning. First, they interrogate the literature related to blended learning to show how various constructions of blended learning may be driven by teacher-centric or learner centric conceptions. Next, planning a learner-centric blended learning design for a core unit in a first year higher education course was described. The design was then evaluated using a mixed methodology in which the students' voices illuminate their experiences of blended learning unit design with regards to engagement, learning and self-determination (Linda De George−Walker a & Mary Keeffe, 2010).

Yong Tang explained An Evolving Network Model of Self-employment Agglomeration. Self-employment agglomeration is a very typical entrepreneurship in China's urbanization process, and new comerscan easily obtain resource aids from agglomeration because the communications there are very frequent. Referring tocomplex network theory, we construct an evolving network which can basically reflect the situation of agglomeration evolution in China. Under given preferential attachment rule, we simulate its evolving process and calculate its statistical properties. We find that self-employment agglomeration with this evolving rule has comparatively bigaverage degree and power-law degree distribution; it has large clustering coefficient and short average path length.We conclude that self-employment agglomeration has the properties both in scale-free network and in small worldnetwork. The mechanisms of statistic properties on self-employment are also analyzed (Tang, 2015).

Gwyneth Hughes has published an article in the journal of Teaching in Higher Education. The title of the paper is 'Using blended learning to increase learner support and improve retention'. In this article Hughes focused on Improving retention and identifying 'at risk' learners are high profile issues in higher education, and a proposed solution is to provide good learner support. Blending of online learning with classroom sessions offers the potential to use a virtual learning environment to deliver learning activities, and to support learners using a distance learning model. Online tracking can also help to target 'at risk' learners quickly. In an action research project to improve

retention, a blended module with proactive tutor support was compared with a previous cohort of the module and with similar classroom-only modules where there was no focus on learner support (Gwyneth Hughes , 2007).

3. Objectives of the study

The objectives of the study, while focusing on enhancing entrepreneurial skills among rural women are as follows –

3.1 To assess the learning needs of women in Pune District.

3.2 To assess the computer literacy of women.

3.3 To study the gender issues of lifelong learning.

3.4 To develop the Blended Learning Design for enhancing the entrepreneurial skills of women.

4. Research Questions

As per requirement of the study, the research questions have been formulated.

4.1 What are the learning needs of women in Pune District?

4.2 What are gender issues in lifelong learning?

4.3 What is an appropriate design of the Blended Learning?

5. Limitations

This study has three limitations that warrant further descriptions. This sample survey research is limited to Pune district. This is a geographical limitation of this study. So it is not intended to promote broad generalizations to other contexts. Second limitation was that, the selection of respondents was aimed at identifying factors that explore the gender inequality and assess the lifelong learning needs of different groups of women who are members of SHGs, Entrepreneurs (Small Scale Business) and Housewives other than the service sector. In-service women were not selected in the sample. Only female responses were selected in a sample. There was no scope for any male to give any opinion. In this study only need assessment and Blended Learning Design has been taken into consideration. This Blended Learning Design was not experimented.

6. Method

This survey research paradigm has been adopted to understand LLL needs of women. Housewives, members of SHG and women entrepreneurs were consisted as the population in the present study. An effort was also made to ensure representation of different segments of women lifelong learners. To ensure this representation researcher selected Housewives, Member of SHG and Entrepreneurs through snow-ball sampling. Entrepreneurs were selected in this study those who run a small scale business and their income approximately not more than 100000/- rupees annually. For present research the snowball sampling has been employed to establish the chain or link to reach the right respondents. The random sampling procedure was used for selecting women. Women were selected as equal sample from each category of women as 100 housewives, 100 members of the SHGs and 100 entrepreneurs from urban and rural area respectively. Total 600 women were selected as sample. The equal weightage has been given to rural and urban area while selecting sampling. The concern of researcher was to find the gaps between rural and urban with special reference to LLL needs.

7. Findings and Discussions

Findings and its regarding discussions are described in the next phase of the paper.

7.1 Training

Knowledge results from the combination of grasping and transforming experience (Kolb, 1984). Although what needs to be learnt through workplace experiences can be learnt through workers' engagement in everyday activity…In particular, the increased incidence of tasks that are premised on understanding symbolic or conceptual knowledge are of the kind that will not be learnt through observing and listening to others and then attempting to practice through a process of imitation and modeling (Billett, 2011). Some training programs were executed by the Local-self-governing bodies, Zila Parishad, Bank of Maharashtra, NABARD and other government agencies.

7.1.1 Priority for Training

This survey has conducted for the purpose to explore the lifelong learning issues among women. Every business requires minimum four to five skills such as computer skill, marketing skill, packing and branding skill, product processing skill and other. These areas of training are very important but the rank and its priority is needed to criticize for proper execution of the training.

Table 1. Respondent's Priorities for training Area

	Respondent's Priorities for training Area				N=600	
Training Area	Ranking of Problem					
	First	Second	Third	Weighted Score	Rating (percent)	Rank
Basic Computer	138	92	86	684	21.9	3
Marketing	74	194	146	756	24.4	2
Packing/Branding	66	95	192	580	18.6	4
Processing Skill	240	138	99	1095	35.2	1
Others	7	6	2	35	1.1	5
Total	525	525	525	804	100	

Women are interested in learning if proper opportunities of training are given to them. Table No.1 depicts that, 525 respondents out of 600 has given the right response andpriorities for area of training. Majority of women are facing the problem of processing skill therefore they want to get the training of processing skills on the wide scale basis. This area of training was ranked first and rated 35.2%. Though the women respondents have got the in-house training of food making, handicrafts even they are facing still the problems in food processing. This may be due to the regular advancement in the food-processing skills. The data in the table also shows that without much of a difference the second priority for the training area is marketing. This area was ranked second and rated 24.4%. The women have given third priority area of training to Basic computer; which was ranked third & rated 21.9%. Market sell of the product is very much dependent on the proper packing, preservation & the labeled branding. The fourth area is packing/Branding. This area of priority was ranked fourth and rated 18.6%. The other area which is ranked fifth and rated 1.1% includes the training of advance courses of fashion designing, accounting, creative pottery work, Ice ball making, LIC, different styles of saree wrapping, swimming courses, toys for children, jewelry designing, women health & hygiene etc.

7.1.2 Priority for Training Place

European Commission criticized the distance of learning place and time consuming factors. It mentioned that, bringing learning closer to home will require reorganization and redeployment of resources to create appropriate kinds of learning centers in every day locations where people gather- not only in schools themselves, but also, for example, in village halls and shopping malls, libraries and museums, places of worship, parks and public squares, train and bus stations, health centers and leisure complexes and workplace canteens (Commission of the European Union, 2000). The learning Institution providers still decide the nature of the content of the courses based on their own premises at the times they choose. Everyone cannot spend much time to travel to attend the class. Those who are fit in the system he or she enjoys such opportunities in this context women priority for learning place has been studied here.

Table 2. Respondent's Priorities for the Place of Training

Respondent's Priorities For Training Place N = 600						
Training Place	Ranking of Problem					
	First	Second	Third	Weighted Score	Rating (percent)	Rank
Internet at home	180	191	204	1126	31.3	2
At nearest Institutions/ Schools/colleges	244	289	57	1367	38	1
At anywhere	111	92	319	836	23.2	3
Others*	65	28	20	271	7.5	4
Total	600	600	600	3600	100	

The training place means the zone where women are most comfortable to get the training. The suitable place plays a very important role to acquire the skills without any disturbance. The table no.2shows that the most suitable place according to women is the nearest schools/college/institution for them to take the training. This place was ranked first and rated 38%. At home through internet access as the training place was ranked second priority and rated 31.3% of Women also show their interest in learning the computer and networking skills. The proper facilities like internet access and infrastructure or other materials could be available at the local place. In this Information &communication technology era, as things are easily available at your doorstep. The third priority was given to place anywhere at their village & city area; which is rated 23.2%. The other place to get the training includes the place where all the members of Bachat Gat, any place which is near to their house, place where they can travel easily etc.

7.2 Information and Communication Technology

There is a risk that ICT may exacerbate existing inequalities between women and men and create new forms of inequality. In this context, Sandys stated that, the digital divide is often characterized by low levels of access to technologies. Poverty, illiteracy, lack of computer literacy and language barriers are among the factors impeding access to ICT infrastructure especially in developing countries (Sandys, 2005). Digital divide is a very serious issue which has become quite critical in Indian society. It is a tool which grows and generates the power among individual in multiple rates. Therefore the opportunity should be provided to everyone to access these services. Unfortunately marginalized especially women were found more deprived to access digitals. Women have much more need to use these instruments for establishing their mobility and for create their space of development. Benefits for women of an ICT Centre in India are studied. *As women became involved in the Baduria ICT Centre in West Bengal, India; they reported that they have gained more respect in their local communities as a result of The ICT skills acquired at the center- learning to use a computer and accessing and distributing information to local people… Younger women felt they were able to approach the job market with greater confidence. There was also an emergence of solidarity; since women learned to use computers together at the ICT center, they often discussed their problems, creating a sense of unity among them and bringing forth leadership qualities* (Sandys, 2005). It is very useful digital services to women. In the words of Castell (2004)

"The Internet permits the construction of women's networks and enables women to be culturally independent because they can organize themselves in the Internet, create their own space and weave their interests beyond the confines of the family and work…There is powerful interaction between the internet as a horizontal, free communications media and the transformation of women's awareness. This comes about because they are freed from their isolation within the family and their perception of who they are is changed because they feel strengthened by sharing their experiences with other women in their city and the world"(Casttel, 2004).

Masculinity stands for a society in which social gender roles are clearly distinct that Men are supposed to be assertive, tough, and focused on material success. Masculinity was determined in both the agricultural and industrial revolution but the third revolution like the information and communication technology (ICT) where masculinity cannot play the key role because it is soft and nanotechnology based revolution which is mostly nearer to femininity. In this context, this study has a major purpose to address theICT related Learning issues. Socioeconomic point of view, Indian society is male dominated and women are assigned, invariably, a dependent role. They have not resources to use the ICT and bring the flow of knowledge towards them.

7.2.1 Mobile Usability:

Mobile technology helps women to obtain information about market prices of the inputs for their food processing activities and for the sale of their products. It also helps to create the social networking and connectivity among them.

Table 3. Mobile Usability

Particulars	Number of Respondents	Percent
Having Mobile	523	87.16%
Not Having Mobile	77	12.83%

Table 3 shows that maximum 87% of women have a mobile for calling purpose. They were found connected with peoples. A few only 12.83% of women have not mobile services. This connectivity power is very important for their empowerment. Women can communicate easily through this device. This soft device has to be more utilized for their empowerment. Through it gender disparity could be removed because mobility of both men and women will be developed, their social relationship will be increased and social networking also established through this technology. It will be helpful to improve the participation of women in taskforce. Through it they will become more competent to use the existing resources for their development and wellbeing.

7.2.2 Skills of SMS

Table 4. Skill of SMS

			Respondents			Total
			House wife	Member of SHG	Women Entrepreneurs	
Skill of SMS	Yes	Count	42	46	54	142
		% within Respondents	21.0%	23.0%	27.0%	23.7%
	No	Count	158	154	146	458
		% within Respondents	79.0%	77.0%	73.0%	76.3%
Total		Count	200	200	200	600
		% within Respondents	100.0%	100.0%	100.0%	100.0%

Maximum women in Rural and Urban have a Mobile phone but it is just used for calling purpose. It was not using for learning purpose and was not business point of view. Around 76% women did not have making SMS skills. Only 27% of women entrepreneurs, 23% member of Self-Help Groups and 21% housewives were having skills of making SMS in mobile devices. In terms of area wise measures Just 9.5% rural women and 14.17% urban women had texting SMS skill. In the mobility point of view, the positive pleasurable situation seems that maximum women had mobile services for calling or receiving purposes. They were 87% of women who were connected with the mobile services. This efficiency and power of mobility has to be utilized in the learning point of view.

7.2.3 Computer Skill

Each and every field of knowledge and development sectors is being computerized. It is such a technology without which human being cannot survive now. Computer is a multimedia digital device. This technology one can transform, handle, and use it in a friendly manner. In learning point of view it is more useful and important technology. Learning is chemical interaction in the brain. It is a process. Through computer interactions are made more effective, fluent and instant. Therefore computer skills are become more and more essential in this ICT era.

Table 4. Adaptations of Computer Skills

Locality			Computer Skills		Total
			Yes	No	
Rural	Respondents	House wife	17(17%)	83 (83%)	100
		Member of SHG	12(12%)	88 (88%)	100
		Women Entrepreneurs	20(20%)	80(80%)	100
	Total		49(16%)	251(84%)	300
Urban	Respondents	House wife	23(23%)	77(77%)	100
		Member of SHG	32(32%)	68(68%)	100
		Women Entrepreneurs	27(27%)	73(73%)	100
	Total		82(27%)	218(73%)	300
Total	Respondents	House wife	40(20%)	160(80%)	200
		Member of SHG	44(22%)	156(78%)	200
		Women Entrepreneurs	47(24%)	153(76%)	200
	Total		131(22%)	469(78%)	600

Table 4 shows that 16% women have computer skills in rural whereas in urban 27% women have that skills. It seems that rural women are mostly deprived from computer skills. 84% women have not computer skills in rural area whereas in urban this ratio was 73%. It means about three fourth percent of women have not computer skills in the both areas. It is a serious issue in the ICT era. Computer literacy is the current requirement for the community mobilization and Socio-economic development of women.

Table 5. Acquisition of Computer skills

Locality		Acquisition of Computer skills						Total
Total N=600		MS word	Power Point	Excel	Paint	Above all	Other	
Rural	House wife	0%	0%	0%	3%	14%	0%	17%
	Member of SHG	1%	0%	1%	1%	8%	1%	12%
	Women Entrepreneurs	3%	1%	1%	5%	14%	0%	5%
	Total	4(1%)	1(.3%)	2(.6%)	5(1.6%)	36(12%)	1(.3%)	49(16%)
Urban	House wife	1%		0%		21%	1%	23%
	Member of SHG	4%		1%		24%	3%	32%
	Women Entrepreneurs	5%		2%		18%	1%	26%
	Total	10(3%)		3(1%)		63(21%)	5(1.5%)	81(27%)
Total	House wife	1(.5%)	0%	0%	3(1.5%)	35(17.5%)	1(.5%)	40(20%)
	Member of SHG	5(2.5%)	0%	2(1%)	1(.5%)	32(16%)	4(2%)	44(22%)
	Women Entrepreneurs	8(4)%	1(.5%)	3(1.5%)	1(.5%)	32(16%)	1(.5%)	46(23%)
	Total	14(2.3%)	1(.16%)	5(.83%)	5(.83%)	99(16.5%)	6(1%)	130(21.6%)

Table 5 depicts that 14% Housewives, 8% SHGs, 14% Entrepreneurs have all skills of computer (MS-Word, Power-point, Excel, paint etc.) in rural area whereas in urban it constituted 21%, 24% and 18% respectively. Overall

only 21% women have minimum skill of computer whereas 16.5% women have all four skills of computer skills. It means near about 17 % women have well computer literacy

Table 6. Ready to Pay for ICT Training

Locality			Ready to pay for ICT Training		Total
			Yes	No	
Rural	Respondents	House wife	51	49	100
		Member of SHG	66	34	100
		Women Entrepreneurs	65	35	100
	Total		182 (61%)	117(39%)	300
Urban	Respondents	House wife	67	33	100
		Member of SHG	66	34	100
		Women Entrepreneurs	57	43	100
	Total		190(63%)	110 (37%)	300
Total	Respondents	House wife	118(59%)	82((41%)	200
		SHG	132(66%)	68(34%)	200
		Entrepreneurs	122(61%)	78(39%)	200
	Total		372(62%)	227(38%)	600

Table 6 reveals that 61% women in rural have ready to pay for ICT training whereas urban as a counterpart which constituted 63%. The proportions of rural and urban women are equally paying for ICT training. Only 39% women in rural who were not ready to pay for ICT training and urban as a counterpart constituted 37%.

7.2.4 Social Networking:

The mobility of women is restricted by patriarchic point of view in Indian society. It is a main barrier in social development of female. Social Networking is a proper solution to remove this barrier because it is an open connectivity for all along with privacy. It should be free services for the people those who want to connect to the people. It is not only service but the process of socialization. It is very important tool and technique to connect each other for the purpose of LLL. Muhammad Yunus rightly says that Social Networking is a social capital. He used it properly and built up the Rural Bank. Professor Yunus has carried out the experiment of eradication of poverty through Rural Bank in which the social networking plays a role as a catalyst (Yunus, 2007, p. 228). In Maharashtra, SHGs can play important role in community mobilization if they use social networking properly. Even entrepreneurs also required this tools and techniques because it is the act of reaching out and connecting others.

Table 7. Networking Skills of Respondent in numbers

Locality		Networking Skills of Respondent						Total
		N	Internet surfing	E-mailing	Social Networking	Searching	Above All	
Rural	House wife	100	1	1	0	0	3	5
	Member of SHG	100	0	0	1	0	4	5
	Women Entrepreneurs	100	1	2	0	1	8	12
	Total	300	2	3	1	1	15	22
Urban	House wife	100	3	1		1	10	15
	Member of SHG	100	0	1		0	12	13
	Women Entrepreneurs	100	3	1		0	14	18
	Total	300	6	3		1	36	46
Total	House wife	200	4	2	0	1	13	20
	Member of SHG	200	0	1	1	0	16	18
	Women Entrepreneurs	200	4	3	0	1	22	30
	Total	600	8	6	1	2	51	68

Social networking is the bunch of skills which included Internet surfing, Emailing, social networking, Searching etc. Table 7 reveals that, out of 100, 5% Housewives, 5% member of SHGs, 12% Entrepreneurs have social networking skills in rural area whereas in urban it constitutes 15% Housewives, 13% member of SHGs and 18% Entrepreneurs respectively Overall only 7% women have minimum skill of social networking in rural whereas counterpart 15% women in urban have social networking skills. The data shows that, the social networking skill acquisition rate was double in urban than rural. The networking skill acquisition rate was very much low among women in both the areas. This was one of the major issue of lifelong learning through which women cannot learn with their pace, time and place. It is found that this is one of the thrust areas for women empowerment.

Table 8. Willingness for Learning Network Skills

Locality			Willingness to Learn Networking Skills		Total
			Yes	No	
Rural	Respondents	House wife	70(70%)	30(30%)	(100%) 100
		Member of SHG	79(79%)	21(21%)	(100%) 100
		Women Entrepreneurs	76(76%)	24(24%)	(100%) 100
	Total		225(75%)	74(25%)	(100%) 300
Urban	Respondents	House wife	83(83%)	17(17%)	(100%) 100
		Member of SHG	84(84%)	16(16%)	(100%) 100
		Women Entrepreneurs	77(77%)	23(23%)	(100%) 100
	Total		244(81%)	56(19%)	(100%) 300
Total	Respondents	House wife	153(77%)	46(23%)	(100%) 200
		Member of SHG	163(81.5%)	37(18.5%)	(100%) 200
		Women Entrepreneurs	153(76.5%)	47(23.5%)	(100%) 200
		Total	469(78%)	130(22%)	(100%) 600

Table 8 reveals that, 70% Housewives, 79% member of SHGs, 76% Entrepreneurs have agreed to learn social networking skills (Internet surfing, E-mailing social networking, searching etc.) in rural area whereas in urban it constitutes 83% Housewives, 84% member of SHGs and 77% Entrepreneurs respectively. Overall 78% women are

eager to acquire skills of social networking. Only 22% women haven't interest in social networking. Women have realized the important of social networking. It is most needed thing for them in 21st century. They haven't opportunity to learn ICT due to lack of facility and environment. Government of India has to launch the Campaign for computer literacy like a literacy mission. They have to learn how to find information, how to use it for their development. Above data reveals, that mostly women are not capable to manage the information due to inadequate ICT skills.

8. Blended Learning Design for LLL

The present study has recommended the Lifelong Learning Model as a policy implications for women to achieve the, socio-economic development and personal wellbeing through democratic way of life**.** Learners characteristics has been considered while constructing Lifelong learning model so that the model will be most suitable for maximum female learners. The age, gender, marital status, caste, religion, qualification and prior learning, area of interest, living circumstances (See Item 5.2) etc. all of these aspects considered as a learner's characteristics which were studied in the present research. Present study found that the age-group of 35-45 years was the most active phase of the life of women. In this phase most of them were simultaneously involved in practices, housekeeping tasks and playing a parental role. They required different skills, knowledge and attitudes to manage these kinds of multi-tasks. Therefore learning opportunity should be made available at working place to improve the capabilities of women.

This study suggests that the policy makers in education and Managers in labor-taskforce have to consider the working place as a learning place. Indian Industry and entrepreneurs has to create the learning place in their work-setup so that worker can work and simultaneously learn and can able to produce quality performance through application of learning. Such a policy has to create and implement as early as possible at the level of Indian Ministry of Human Resource Development and Labor Ministry of India, otherwise there is less possibility to keep women in touch with lifelong learning.

This study found that SHGs are very useful and an important platform where women have a golden opportunity to get the in house training, moral support and needful resources for doing paid work/business with the help of self-help groups. This study found maximum women in Pune district have received the training and received financial support through SHGs and on that basis woman could start their small scale entrepreneurships but they were found low graded and they could play proper effective role as entrepreneurs. They should be upgraded through training. State government has to provide the learning packages to women through SHGs. SHGs have to organize the 'In House Training' at the nearest campus of the institutions. Primary and Secondary Schools or colleges are the best options as the training place which is most nearest. SHGs have to make the tie-up with schools and colleges for training purpose.

Experiential learning process for training is the most suitable and appropriate to the working women. Women can learn at their work place because they can complete the pedagogical activities simultaneously while by doing work. In this learning model learner play the role as a practitioner and they can learn through four-step as Watching, Thinking, Feeling and Doing. Through these steps learner can achieve the learning out-comes.

Basically women have the prior skills of housekeeping, cooking, stitching, tailoring, handicrafts, dairy, beauty-parlor etc. but those are not recognized and certified. Women have to improve their skills and upgrade them and maintained the quality of life. But there is not on established government or private educational agencies till now to recognize and certify these skills. Women are not having any opportunities for improvement in the prior skills. Government has to make the appropriate strategy and prepare the national policy in this regard

Several studies have remarked that small scale food industries did not maintain the food quality at the every stage and everywhere according to WHO norms of GMP and GHP. In Indian scenario family takes care of food security of its members. They do not depend on others for food. In this area of food preparation women are playing an important role. They are taking care for their family but they are overburdened by family food preparation (Unpaid and Paid work) and job at hand. Women can be free from the duel burden of food preparation if small scale industry maintains the food quality and makes it cost effective. In this regard SHGs and Entrepreneurs may come forward.

8.1 Blended Learning Design

Blended Learning Design for LLL has been suggested for improving the practices of women and their empowerment. It is designed below-

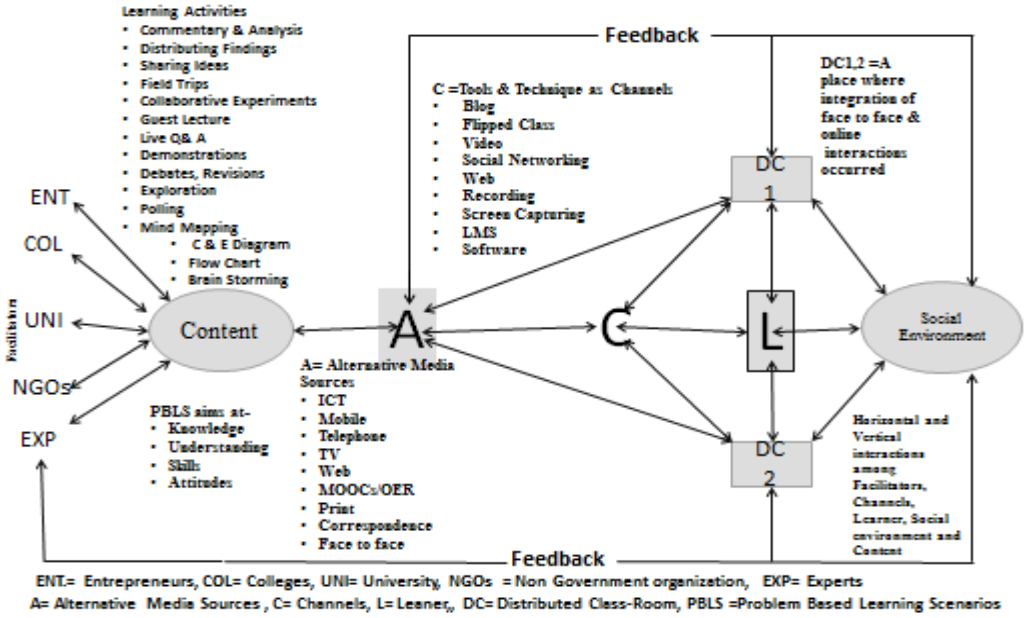

Figure 1. Blended Learning Design for Women Lifelong Learning

Blended Learning Design for LLL has been constructed on four dimensions. First dimension indicates the learner as a target group. In this model Housewives, Members of the Self Help Groups and Women Entrepreneurs are the target group. Second dimension indicates societal Environment where the issues and needs of women are taken into consideration for their learning. Social Context is the core part of the learning. Therefore this dimension has been developed on the basis of social context which indicates the aspects of content. This study found the three major issues of women's LLL which are mentioned as needs of training, the proper and suitable place for learning skills of ICT for learning. Women have to learn to overcome these problems. Third dimension is the content. There are three phase of the content. First phase is of soft skills. Through soft skills women can acquire Values, Life-skills and ICT skills. Through these skills women can overcome the negligence and discriminatory expectancy. Through ICT women can bring these issues in limelight. Fourth dimension is the Alternative Media Sources through which content can be delivered properly. In this model experiential learning approach is suitable for working women. A collaborative learning strategy has to employ on women's group. Blended mode of delivery is useful to the women because they have no time to attend the traditional class-room. Interaction process is the most useful one rather than imitation or demonstration. The arrows in figure show the two way interaction between learners and learning content, societal environments and content, societal environment and learner and learner and problem solving pedagogic approach. So communication technology is the most suitable and better tool for interaction between learners, community of practices, incentives and content. The women as a learner are centered in the design. Self-learning mode has been considered here and instructor will be played the role as a facilitator. All of these discussion shows that the current intense period of interest in lifelong learning at national level clearly reflects a widely felt needs for reorientation of education and training policies.

9. Conclusion

Women don't have leisure time at home. They can't spare time for learning in home because they were found always busy in home keeping task. It is found compulsory and imposed work to them. Therefore they have not given the first priority to learn at home instead of nearest schools or colleges as a learning place. They can be free out of home andpossibility for them to get time for learning. Women have given second priority to learning through internet at home. Majority women have their own cell phone but they can't able to handle it for the learning purpose. Women from urban and rural both are eager to learn computer and social networking skills for their development. Women are more deprived from computer based learning. They are agreeing to pay for getting ICT training. On an average 20%

women have ICT skills. 80% women are found far away from ICT learning. Therefore this study has proposed the design of Blended Learning for women lifelong learning.

Lifelong learning is the basic needs of women. Professional training is the thrust area of lifelong learning for women. They are mostly interested to improve their capability to do work effectively. Majority women are engaged in food making process. They want to improve their prior skills of food making therefore they have given first priority to learn the scientific food processing. Maximum women have prior skills of food processing. They want to become professional in this area. Therefore they have given second priority to training of marketing. Women have given third priority to basic skills of computer it means that they have need to be update in this area of profession.They are demanding lifelong learningbut there is no any lifelong learning policy in India. Indian Government adopted new economic policy after 1990 but the government didn't reform the new education policy according to new economy. In India after 1986 there was no any nationwide debate on new educational policy for 21st century. After 1986 government of India has not form Education Commission for overall reformation of education according to new economy. As Jane Cruikshank (2008) rightly argued regarding Canadian Education policy. She stated that, "Our current policies are designed for our economic competitiveness in the global economy and the learning needs of people and groups outside this focus tend to be ignored"(Cruikshank, 2007). Economic policy and education system might be goes in hands to hand. There is always found mismatch in terms of economic and education policy of India.

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