
India's Lifelong Learning Landscape: Opportunities and Challenges in the Age of Google

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Abstract

The paper examines lifelong learning (LLL) initiatives in India, highlighting the challenges posed by Google's dominance in the Android ecosystem, particularly the Play Store. The authors suggest promoting open-source alternatives and bridging the digital divide to ensure equitable access to diverse learning resources, while also emphasizing the importance of fostering a LLL culture to empower individuals in the ever-evolving knowledge landscape.

Keywords

Information Literacy; Life-long Learning; Digital Learning; Education; Government Initiatives; Google

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LIFE LONG LEARNING: AN OVERVIEW

It is a learning process that continues throughout life to adapt to every situation. Life-long learning is continuous, and it is never a never-ending process. In which a person is self-motivated toward learning. As we can see in Education has different levels like elementary Education, Secondary Education, Senior Secondary Education, Undergraduate Level, Post Graduate Level, and Research Levels; to clear all these levels we collect information; similarly, our life has many more levels of difficulties, to encounter this we need a lot of information and knowledge; to get this we should start learning in different phases of life. This makes us life-long learners.

INFORMATION LITERACY AND LIFE-LONG LEARNING

Information literacy generally refers to how a person uses information and acquires knowledge from various sources. Paul Zurkowski coined the term 'Information Literacy' in 1974. According to Zurkowski (1974), a person who is information literate has learnt procedures and abilities for utilizing a wide range of information tools and primary sources that provide information solutions. In today's knowledge culture, there is an abundance of information available, which leads to an explosion of information; no one knows whether this information is useable or not, reliable or not.

To overcome this problem, information users must update their skills frequently to use valuable information, meaning they should become life-long learners. To become life-long learners, they must obtain information literacy skills, which are critical for survival in today's technology-based knowledge world.

IL + INDEPENDENT LEARNER = LIFE LONG LEARNER (LLL)

It is Self-Motivating, Self-Directing, Self-Actuating. Knowledge and technology are central to the world in which we live, and it is indisputable that access to information has increased as a result of digital technologies like Internet. People will need to acquire the expertise necessary for searching, evaluating or effectively using information as it becomes available on the Internet. As a result, skills on information literacy are becoming increasingly important for

surviving an information age in which technology is central to everyday life.

NEED OF LIFE-LONG LEARNING

1. Enrich the Self Fulfillment
2. Help us to make new friends & establish valuable relations.
3. Help us to find meaning in our life and adopt to changes.
4. Makes the world, a better place of learning.

FIVE R'S WHICH MAKES US LIFELONG LEARNERS

1. **Resourcefulness:** It addresses assessing one's own favored method of learning, including how they absorb knowledge, look for and apply it, and use ICT to communicate successfully in a lot of ways and employ a variety of learning strategies.
to assess their preferred learning style, including how to take in knowledge, locate information, and apply it—including using ICT—to effectively communicate in a range of contexts and use a range of learning techniques.
2. **Remembering:** It deals with Recall; To get best output from your memory whenever we need that Information; More than just remembering it deals with Recollect and Reproduce information.
3. **Resilience:** It is kind of persistence learning It deal with all difficult emotions. To sympathize and ask (critical) questions when you're stopped in order to go forward using EQ techniques.
4. **Reflectiveness:** It deals with communicating what has been learned when necessary and deriving significance from personal experience. Using and processing what you already possess.
5. **Responsiveness:** Put the Knowledge and learning into practice.

PROCESS OF LIFE LONG LEARNING

As we discussed earlier LLL is A never-ending process, it starts from Birth and goes up to End.Since every step of our Life gives us some learning we need for the updation of existing knowledge, we should to gain new skills, It is the process of Life-long Learning. It is Learning to know, Learning to do, Learning to Be, Learning to live together, and Learning to pleasure.



LEARNING NEVER ENDS: PUBLIC LIBRARIES AS LIFE-LONG LEARNING HUBS

Libraries are becoming essential hubs for life-long learning in today's knowledge-driven world. They serve as a link between the global information superhighway and informal or formal local learning possibilities. With the development of information technology (ICT), even modest libraries may now offer users access to many resources. Libraries, however, provide more than just access. Librarians teach vital information literacy—the ability to locate, evaluate, and apply information effectively—as knowledgeable mentors. As a result, people are more equipped to engage in democracy as knowledgeable citizens. To be relevant, however, libraries and librarians must adapt. To capitalize on technology and meet evolving user needs, they must adapt. Providing a welcoming environment where anyone may ask for help without feeling uncomfortable is critical. More research is needed to make the most of librarian training and get them ready for future challenges.

Local settings shape the complex ecosystem that is libraries. Even with the most sophisticated technology or collection, success is not guaranteed. Some of the best libraries excel at encouraging civic engagement and community involvement. There are inspiring instances of these libraries all around the world.

UNESCO SOME PROGRAMS TOWARDS LLL

1. United Nations Literacy Decade (2003-2012): UNLD sought to raise the worldwide literacy rate and ensure that everyone, regardless of background or age, could access Education and learning. This immediately contributes to lifetime learning by laying the groundwork for ongoing information intake. The UNLD stressed the need of literacy as a requirement for engaging in lifetime learning activities. People with the skills to read, write, and critically analyze information are better equipped to explore new things throughout their

lives.

As a result, UNLD was a vital first step in permitting and supporting life-long learning internationally.

2. EFAP (Education for All Program): **Education for All programs create life-long learners:** By fostering a love of learning and providing the tools for self-directed inquiry, these programs encourage people to continue learning beyond formal schooling.
3. IFAP offers the following tools: By guaranteeing information availability and advancing information literacy, IFAP provides people with the tools and resources required for life-long learning. They are able to locate, assess, and apply knowledge efficiently so they can keep learning for the rest of their lives.

LLL uses those resources: Acquiring knowledge continuously is lifelong learning. With the help of IFAP, people can actively participate in life-long learning activities by developing their literacy and information access abilities.

ARTICLE 21A: A SEED FOR LIFE-LONG LEARNING IN INDIA

Article 21A of the Indian Constitution plays a **seminal, yet limited** role in promoting life-long learning (LLL). While it doesn't directly guarantee LLL opportunities, it sows the seeds for a learning-oriented society.

THE STRENGTH OF ARTICLE 21A:

- **Literacy Foundation:** By mandating free and compulsory Education from ages 6-14, Article 21A equips children with basic literacy and numeracy skills. These are the essential tools for accessing information and engaging in further learning throughout life.
- **Learning Habits:** School attendance instills a learning routine and exposes children to various subjects. This can spark a life-long curiosity and a desire for continued knowledge acquisition.

THE LIMITATIONS

- **Limited Scope:** Article 21A focuses solely on elementary Education, not life-long learning avenues for adults.
- **Quality Variation:** The quality of Education delivered under Article 21A can vary

significantly across regions. This can impact the effectiveness of the foundation laid for LLL.

BRIDGING THE GAP

- **LLL Initiatives:** Programs that promote adult literacy, vocational training, and accessible online learning resources can build upon the foundation provided by Article 21A.
- **Cultural Shift:** Encouraging a societal emphasis on the value of LLL can further incentivize individuals to pursue learning beyond elementary school. Imagine campaigns promoting "Life-long Learners, Life-long Builders of India."

THE TAKEAWAY

Article 21A provides a crucial starting point by ensuring basic literacy and fostering learning habits. However, it's merely the seed. India's journey towards embracing LLL requires additional investment in adult education, fostering a culture of life-long learning, and ensuring quality education across the board. This revised explanation highlights the limitations of Article 21A while emphasizing its importance as a foundation. It also offers solutions for India to bridge the gap towards a society that embraces life-long learning.

UNLOCK THE DOOR TO LIFE-LONG LEARNING: THE EMPOWERING POWER OF OPEN AND DISTANCE EDUCATION

Education is changing thanks to open and distance learning (ODL), which is increasing accessibility and flexibility. The tenets of Life-long Learning (LLL) are fully supported by this strategy, which enables people to seek knowledge and skills throughout their lives—unlocking Education for Everyone.

NATIONAL PROGRAMS RELATED TO LIFE LONG LEARNING

SARVA SHIKSHA ABHIYAN (SSA)

In 2001, the Indian government launched a critical program called SSA to ensure all children receive elementary Education. This initiative, backed by a change in the constitution making free and compulsory Education a fundamental right for children aged 6-14, aims to achieve universal access to this essential education level.

A FEW IMPORTANT FACTS ABOUT SSA ARE MENTIONED IN THE LIST BELOW

The SSA movement is known as a 'Education for All' campaign. Former Indian Prime Minister Atal Bihari Vajpayee pioneered the SSA project. The Central Government is implementing this project in collaboration with the State Governments.

1. SSA's initial goal was to fulfil its objectives by 2010, however the deadline has been extended.
2. The SSA intends to offer about 193 million children in 1.1 million households educational infrastructure.
3. The 86th Amendment Act to the Indian Constitution gave legal support to the SSA when it declared Education free and obligatory for children aged 6 to 14.
4. The New Education Policy 2020 aspires to reintegrate around two crore out-of-school youngsters.
5. According to the 2019 National Education Policy, an estimated 6.2 crore school-age children (aged 6 to 18 years) were absent in 2015.
6. Padhe Bharat Badhe Bharat is an SSA sub-programme.

To oversee the SSA scheme, a government portal called 'Shagun' has been established. It was created by the World Bank in collaboration with the Ministry of Human Resources and Development.

NATIONAL LITERACY MISSION

The National Literacy Mission was formed in 1988 and inaugurated by the Indian Government on May 5, 1988 with the purpose of eliminating illiteracy in the country by catering to the portion of society that needed Education the most and will profit the most from it. Thus, the National Literacy Mission was founded not only to make every citizen in the country self-sufficient in the three R's - Reading, Writing, and Arithmetic - but also to make people aware of developmental concerns that impede societal advancement. The age range for this expedition was specified at 15 to 35. This Mission was overseen by the National Literacy Mission Authority.

RESULTS OF THE NATIONAL LITERACY MISSION

The National Literacy Mission (NLM) resulted in the following major outcomes:

- It covered 597 districts throughout the country via various literacy projects. 174 districts do not have Post Literacy Programmes, and 328 districts that are in the continuing education phase.
- Literacy activities sanctioned by the National Literacy Mission were anticipated to encompass roughly 150 million Neo-literates, of which 125.6 million had already been rendered literate through the National Literacy Mission's activities.
- The present gender discrepancy might be greatly reduced, as 60% of learners during these literacy initiatives were females and 40% were men.
- These literacy campaigns also catered to the underprivileged parts of society, with 23% of learners belonging to Scheduled Castes and 12% belonging to Scheduled Tribes.
- It is believed that around 15 million literary volunteers have been mobilized since the inception of literary campaigns.
- With the widespread implementation of this initiative, the country's literacy rate climbed from 52.21% in 1991 to 65.37% in 2001, representing the biggest decadal increases in literacy.

REMAINING ISSUES AND HOW IT IS BEING TACKLED

The National Literacy Mission has attracted much attention and is a big step forward for the whole country. Nonetheless, these two key difficulties persist. They are as follows:

- Despite the significant results of these campaigns, 34% of non-literates in the age group of 15 and above worldwide are from India.
- Even though gender, regional, and social disparities are decreasing, they remain, with families and citizens focusing more on the Education of Savarna class men.

In order to tackle these two crucial concerns, the Government of India opted to use an integrated approach to literacy projects rather than a step-by-

step linear growth. The government aimed to replicate the same method across the country by combining the Total Literacy Campaign and the Post Literacy Campaign under the One Literacy Project. This method will be successful in addressing the present illiteracy problem holistically.

KASTURBA GANDHI BALIKA VIDYALAYA

In 2004, the Indian government launched the Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme to address the educational gap for girls from disadvantaged communities. This program specifically targets girls aged 10 to 18 who belong to Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), Minority communities, or families Below the Poverty Line (BPL). The KGBV Scheme provides residential schools in both rural areas and Educationally Backward Blocks (EBBs) across India. These schools offer a complete educational experience from upper primary levels (around class 5) up to senior secondary levels (class 12), allowing girls to continue their Education for a longer period.

JANSHALA PROGRAM

Launched in 1998, the Janshala programme is a collaborative project between the Government of India (GOI) and five United Nations (UNDP), (UNICEF), (UNFPA), (UNESCO) and (ILO) to promote primary education universalization among educationally disadvantaged populations. Currently, this programme is being implemented in 9 Indian states. This programme aims to support the ongoing efforts to achieve universal elementary Education (UEE).

Janshala tackles challenges in primary Education by empowering local communities. This initiative focuses on improving access and quality of Education, particularly for those most in need. Janshala targets marginalized and impoverished communities, including Scheduled Caste (SC), Scheduled Tribe (ST), and minority children, working children, and children with special needs. The program operates at the block level, prioritizing decentralization and active community involvement. Blocks are chosen based on specific needs, such as high child labor rates, low female literacy, and high concentrations of SC/ST populations.

NATIONAL E-GOV PLAN (NEGP)

Over the years, e-governance in India has evolved from the computerization of government departments to programmes that embrace the finer points of governance, including citizen-centred, service-oriented, and transparent governance. Experience gained from previous e-governance initiatives has been instrumental in shaping India's progressive e-governance approach. A programmatic approach, led by a common vision and strategy, has been developed to speed up e-governance implementation across all branches of government at national, state and local levels. This strategy can result in significant cost savings by consolidating core and support infrastructures, enabling interoperability via standards, and giving citizens a unified view of government. In the National e-Government Plan (NEP), a holistic view of e-Government activities across the country is brought together into a single vision.

MAHILA SAMAKHYA

The MS programme, launched in 1989, aimed to empower village women, particularly those who were socially and economically disadvantaged. The first MS Societies were registered in Karnataka in 1989, but Uttar Pradesh took over two years to operationalize. The program was supported by local volunteers and women's groups through a grant-in-aid arrangement. However, the basic principles of the programme were not compromised, so the programme was transferred to the MS Society in 1990.

SWIFT JYOTI FOR WOMEN

The multinational IT organization National Information Infrastructure Testbed (NIIT) started a campaign to bridge the gender difference in information and communication technologies (ICT) to reach Indian women. Swift-Jyoti for Women is a ten-hour course with follow-up assistance designed to enable women to take a larger part in the burgeoning digital economy.

GYAN DOOT

Inspired by the Wired Villages project in Warana, Maharashtra, the Gyandoot initiative was born in November 1999. Led by the CEO of Dhar district and the Madhya Pradesh IT secretary, the project aimed to bridge the rural information gap. After consulting village leaders on their needs, a two-month trial

program kicked off. Notably, Gyandoot adopted a sustainable approach, offering services for a fee to ensure financial self-sufficiency.

E-CHAUPAL

E-Choupal is an online platform designed to address India's unique agricultural structure, which is characterized by intermediaries, distant farms, and poor infrastructure. It uses the physical transmission capabilities of existing middlemen to provide farmers with real-time information in their local language about market prices, weather, scientific farming practices, risk management, and the sale of agricultural inputs. This information improves farmers' decision-making capacity, aligns agricultural output with market demand, and guarantees quality and productivity. The platform aggregates individual farmers' demands for farm supplies, providing access to quality products from reputable suppliers at competitive prices. It eliminates inefficient intermediation and multiple handling by connecting to the 'mandi' system for price discovery, reducing transaction costs significantly. E-Choupal ensures world-class quality through numerous product/service-specific agreements with industry leaders.

AKSHYA PROJECT

Kerala, India, implemented the 'Empowering Kerala' e-literacy project 'AKSHAYA' in 2002, becoming the first state to lead in mass ICT transformation. Introduced by Dr. APJ Abdul Kalam, the initiative revolutionized public services by reimagining service delivery channels. The rise of digital organizations has led to better choices for citizens and increased social inclusion, making Kerala the first e-literate state in India.

NATIONAL DIGITAL LIBRARY OF INDIA (NDLI)

The National Digital Library of India is a platform that provides e-learning materials and digital repositories from India and around the world to users of all demographics. Established by the Indian Institute of Technology, Kharagpur, with assistance from the Government's Ministry of Human Resource Development, it is an integrated platform for schools, colleges, universities, instructors, students, lecturers, and those with a desire to learn.

NDLI HAS

1. A 24-hour open digital library with a single-window search that you may access from anywhere at any time.
2. Access to modules and learning material from the country's leading institutes on a wide range of subjects that you may filter based on your needs/level of study.
3. International collaborations on online learning and digital content - so you can access pioneering, relevant and recent trends in your field of study worldwide.
4. Provide support for a rich multi-level online learning environment – NDLI search results will be tailored to suit you and your learning needs.

SPAN ACROSS

1. All levels of Education – from elementary school to college, university and life-long learning.
2. All disciplines – science, arts, humanities, engineering, medicine, law, etc.
3. All Languages – Enable local Indian languages as medium of instruction.
4. All learners (with specially adapted interface for people with disabilities).

ANDROID SHOWDOWN: GOOGLE VS. INDIA'S COMPETITION WATCHDOG

The most widely used mobile operating system worldwide, Android, is at the center of a clash between Google and India's Competition Commission of India (CCI). Here's the lowdown:

GOOGLE'S GRIP

The CCI accuses Google of wielding its Android dominance like a closed fist, forcing phone makers to pre-install a bundle of Google apps and limiting user choice. Think mandatory Google apps and restricted app stores.

ANTI-COMPETITIVE CONCERNS

The CCI argues these practices stifle innovation, limit consumer options, and potentially inflate prices. Not exactly a recipe for a healthy app ecosystem.

FIGHTING BACK

Google disputes the claims, arguing their practices ensure a smooth and secure Android experience. They've challenged the CCI's hefty fines and directives in court.

THE STAKES

A More Open Market: If the CCI prevails, expect a more open Android playing field in India. This could benefit both app developers and users with more choices and potentially lower prices.

LLL ON THE HORIZON

Increased competition could indirectly promote life-long learning by leading to a wider variety of educational apps on Android devices. The outcome of this battle will impact not just India's mobile market but potentially the landscape of life-long learning through mobile access to knowledge. It's a case to watch, with ramifications that go well beyond smartphones.

CONCLUSION

As we know in this digital era 90% of people depend upon the Google to get any kind of information; It includes Learning, Getting the location of any place, Scanning the things, Translating the knowledge, Digital payment etc. If I go in deep then we get that that we don't have any alternative for google, we all are so dependent that if we want to purchase an android phone, the phone already have googles all the apps. Think about this once if some online platforms providing good content and they charging 100Rs for their content after paying this 30% amount to google it will cost us 130Rs. I am saying this because this dispute arises and google delist many of the app from the play store who denied to pay the commissions i.e. 30% .

This amount is increasing just because we don't have any alternative of Play Store and google. Increased competition could indirectly promote life-long learning by leading to a wider variety of educational apps on Android devices. We have a lot of initiatives but to implement these things and to provide a platform we are all dependent on tech giant Google and their platforms; after some time it will hinder LLL for the user who belongs below poverty Lines and all.

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