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DEPARTMENT OF SOCIAL WORK

VISVA-BHARATI

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JSWSD is a bi-annual refereed journal to publish original ideas that will promote issues pertinent to social justice, well being of individuals or groups or communities, and social policy as well as practice from development perspectives. It will encourage young researchers to contribute and well established academics to foster a pluralistic approach in the continuous efforts of social development.

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Editor's Note

The present volume is comprised of two issues i.e. June and December 2015. It includes eight articles and two book review papers. The major thrusts addressed by most of the articles are policy level priorities of the present Government of India. The first article of Ms. C. B. Taneja and Dr. C. K. Ghosh is highly relevant with Government's recent approach of skill development. It gives an idea of establishing community college and describes how a Non-governmental Organisation (NGO) with credible involvement in community development registered with an open university and started the process of teaching-learning transaction by adopting the 4C Model of Competence, Compassion, Conscientiousness and Change making.

The second article written by Dr. Paramita Roy is on the Rashtriya Swasthya Bima Yojana (RSBY) programme of the Indian government that provides hospitalisation coverage to BPL families. The paper analyses the accessibility and affordability of the scheme in four districts of South Bengal. It was found that there were differences in the performance in the four districts. The performance of the relatively poorer districts was encouraging in terms of accessibility. As far as affordability is concerned, it was seen that the out-of-pocket expenditures of the poorer patients definitely reduced and beneficiaries were also willing to contribute a larger amount of money as premium to enjoy the continued sustainability of the scheme.

Dr. Sudeshna Lahiri in the next article analyses how gender roles colour student opinion about teacher performance and what empirical evidences has to say about teacher performance. Simultaneously, two studies were conducted seeking student opinion and rating about teachers. The instrument used was same set of 30 items with different set of instructions for each. Student opinion is found to be associated with gender on two of the dimensions of teacher effectiveness. However, no significant effect of gender on student evaluation of teachers on any of the dimensions. Because opinion means a judgment based on insufficient evidence to imply certainty, the revealed that student opinion was conditioned with preconceived gender role whereas female teachers defied those imposed roles with their performance as teaching professional.

Ms. Sudeshna Saha states Companies Act, 2013 makes corporates to compulsorily spend 2% of their net profit on CSR activities. As per the Chapter-VII, there are several areas of CSR activities. One area of involvement could be towards creating employment opportunities through livelihood generation, particularly for women. Support could be extended as part of CSR to women belonging to SHGs and also to those individuals desiring to enter into enterprise activities. The support could involve financial, training and marketing components. Ms. Saha's study highlights how CSR aims to uplift women from their daily drudgery and pain in order to emancipate.

Dr. Subhashree Sanyal argues that media represents what "we" want to actually see. Hence the interpretations of whether media impacts our views about women; or whether our views on women govern media are an issue to ponder upon. Nevertheless it lets us believe that presentation of women by media and

its social impact and societies image of women being mirrored by media is a mutually symbiotic phenomenon and both are at the cross roads impacting the image, objectification and commodification of women to large extent. The present paper is a commentary and a theoretical perspective on this crossroad of media, women and society and would seek to understand women and their representation by media, society's role in representation, its impacts and challenges and where human service professions and civil society have an organized role to play.

Prof. Pratibha J. Mishra and Mr. Vikram Singh attempt to explore the issues related to growth and expansion of higher education from diversification and equity point of view in Indian context. First and foremost the article highlights the idea of equity in education and then discusses the expansion in access to education and inequalities. It has also discussed the implications of policies and approaches related to improve equity. Authors aspire to look into the role of state, market and civil society organization in ensuring equity.

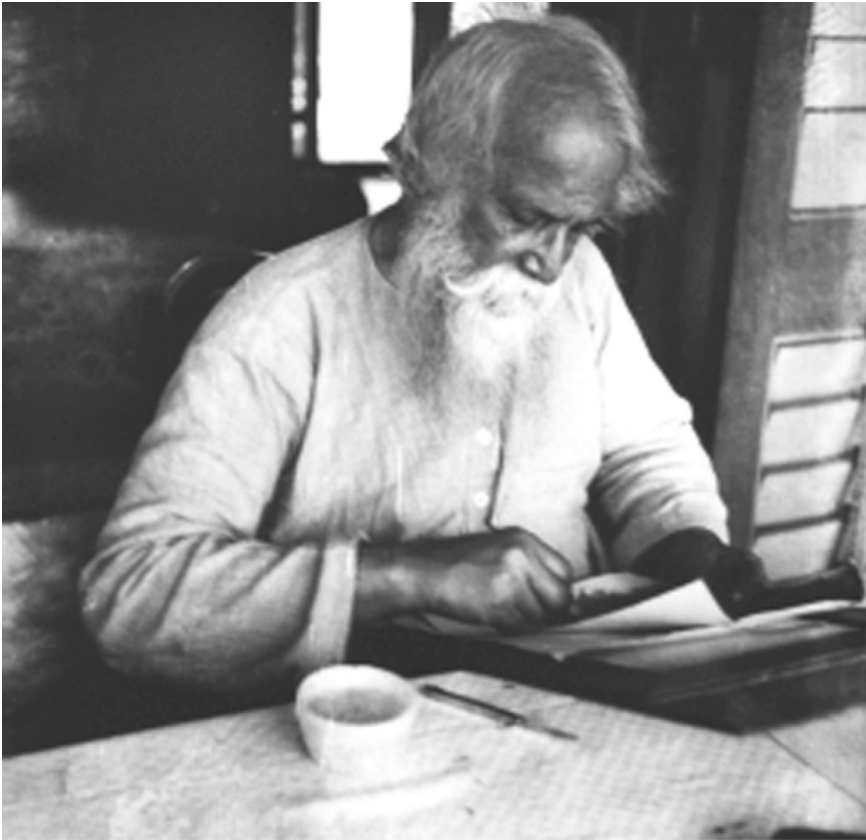
According to Dr. R. Venkataravi and Mr. S. Ramesh, in the 21st century, Information, Communication and Technology (ICT) is the most powerful 'enabler' to provide a variety of inputs for rapid development of rural areas. The ICT could be an effective tool for rural extension by the government and non-governmental organizations to disseminate Information Resource. The present paper aims to portray the effects of the Village Knowledge Centre (VKC) in the rural Tamil Nadu. Main objective of the paper is to discuss the areas of influence of VKC on the livelihood of the rural communities. It is based on a micro level study conducted by the authors in Pillaiyarnatham, Dindigul district, Tamil Nadu and presents how the VKC has impacted upon the rural people in utilising the development initiatives of the government and non-governmental organisations (NGO). The major findings indicate that information resource to large extent has empowered rural community by leveraging the access to various services and resources. The paper also discuss operational problems in VKC, particularly in the remote area, even after having technological intervention.

In the last article, Dr. Rakesh Dwivedi states that neonatal mortality is one of the major health problems in India. Though India has made remarkable progress in the reduction of child mortality during last two decades, the United Nations (UN) estimates that about 2.35 million children died in India in 2005. India accounts for highest number of under five deaths in the world. Community practices regarding child birth and newborn care affect the survival of newborn the most. It is important to intervene in the areas where community beliefs are affecting the survival of the baby. There are also two book review papers included after the articles. One book addressing the issues of Islam has been reviewed by Tripti Debnath and the other one that tries to understand the Social Work Research through Human Rights lens has been reviewed by Dr. Sasmita Patel. Both the books are relevant for social work intervention. Hope the information published in this volume would be useful for development professionals, research scholars and academicians.

Asok Kumar Sarkar

Editor

JOURNAL OF SOCIAL WORK AND SOCIAL DEVELOPMENT



Rabindranath Tagore (1861–1941)

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Establishing a Community College – From Need Analysis to Organization of Teaching-Learning – A Case Study of a Community College and its 4C Model

Chandni Bedi Taneja*

C. K. Ghosh**

Abstract

A Community College is defined as an institution which is for the community, by the community and of the community. It is an institution owned by the community. It can be local or region based, trade or occupation based. It provides training towards upskilling followed by assessment and certification leading to gainful employment. An Open University (OU) which has inbuilt flexibility in its operation is best suited for operationalisation of a scheme which would bring the Community Colleges under an umbrella. The OU will create regulatory mechanisms for teaching-learning transactions and certification of successful learners. The first step for a Community College would be to get registered with the OU based on a prescribed procedure.

The paper describes how a Non-government Organisation (NGO) with credible involvement in community development registered with an OU and started the process of teaching-learning transaction by adopting the 4C Model of Competence, Compassion Conscientiousness and Change making.

Keywords: *community college, NGO, 4C model*

Background

In order to get registered with an OU, an NGO has to fine tune its activities to suit the academic requirement of the university. However, the process must begin with a need analysis which is considered to be the gospel of a Community College. Such an analysis backed up by the flexibility of the open university system provides a viable supplement to the mainstream education scenario. The NGO, we are going to talk about, has played a significant role in logically combining the systematic analysis with the subsequent process of institutionalization of the academic programmes with the University.

Open and distance learning system has been mandated towards offering such programmes which are need based but generally not offered by the conventional education system. As on date, the academic programmes on offer by OUs is an aggregate of conventional as well as non-conventional programmes. Conventional programmes are like BA, B Com, BSc, BCA, M Com, MBA' etc. whereas unconventional programmes are like those in the areas of tourism, rural development, library and information science, consumer

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protection, human rights, dairy technology, value added products in fruits and vegetables, water harvesting, rehabilitation and resettlement, intellectual property rights, etc. While the number of unconventional programmes are much more than the conventional counterpart, the enrolment has been largely more on the conventional programmes rather than the unconventional ones. This has been the hard reality related to the otherwise phenomenal growth of the open university system in India during the last 25 years.

We may try to figure out the reason behind such a situation. Generally an OU follows a three-tier system (Headquarters → Regional Centres → Study Centres) for its programme delivery. While admitting a student, the OU attaches her/him with a regional and a study centre. The study centres are not permanent establishments of the OU whereas these are the main interface between a learner and the university. It implies that a study centre needs to be activated for an academic programme in order that a learner taking admission in that programme is attached to it. The activation of the study centre for a particular programme depends on the availability of infrastructure as well as faculty relevant to the programme of study, which according to the experience is not always very simple. The objective is to reach out to the unreached and so it is prudent to establish study centres at a rural and remote area which is generally deprived of educational facilities. But more often than not that such place may lack the desired infrastructural facilities and human resources. So despite the fact that even if there is tremendous urge for learning a particular non-conventional programme by a group of prospective learners at a place, an OU cannot provide them the opportunity for its inability to establish a study centre.

An analysis of the geographic location of the learner support centres under the OUs reveals that penetration into rural and remote area has not been very significant. It is being reiterated that the study centres are not the permanent establishments of the OUs but are owned by other Institutions of higher learning, NGOs etc. Thus, in spite of best efforts, the OUs have not yet been able to create the desired outreach through the three-tier system. On the other hand, even if a study centre gets established at a remote area by observing all the prescribed norms, its location may be far off from that of a desirous learner of a non-conventional programme which is activated at that centre. So, the learner, despite her/his desire cannot take admission.

Such a situation can be considered as a rationale for the establishment of Community Colleges which provide an alternative system of education. These colleges aim to empower individuals through appropriate skill development leading to gainful employment in collaboration with local industry and community. They offer the advantage of tailoring programmes to local needs and state based requirements by using approaches that will be most acceptable to the local community.

We shall now present the case study of an NGO getting registered as a Community College under an open university. The study consisted in examining the four strategies adopted by the Community College that enabled it to emerge as a classic example of teaching-learning organization. Six primary sources of data as established by Yin (1994) were used while conducting the case study: documentation, archival records, interviews and focus groups, direct observation, participant observation and physical artifacts. Under strategy one, the college worked very closely with the community identifying their needs and aspirations. Strategy two focused on adopting five disciplines of a learning organization. Under strategy three, the college developed its processes based on the principles of quality management and formalized the quality policy through a written statement and communicated to all who work with the organization. With strategy four, the college developed its 4C model and implemented it keeping the holistic development of the learners as the prime focus.

Profile of NGO

The NGO has a history dating back to 1987, when 16 like minded police officials set up the organization with an objective of crime prevention and social development. It started with a drug deaddiction and rehabilitation centre and thereafter a stitching centre '*Apradh Sudhar Silai Kendra*' (which means Centre for Crime Prevention and Sewing) for women to wean them away from crime and a school to rehabilitate about 100 children in the slums of *Yamuna Pushta* (which means embankments of Yamuna) was opened. These children if not persuaded for education would have either been beggars, rag pickers, pick pocketers or small burglars. Alongside, it provided missionary employment to hundreds from within the community itself.

This NGO kept growing in its causes and added more programmes for a larger reach such as *balwaris* (day care centres), *gali schools* (street schools), learning centres, remedial education and night schools. Today, the said NGO reaches out to over ten thousand beneficiaries daily. Of this, four thousand are children at the remedial education to ensure none of them drop out. Thousands of women in rural and semi-urban areas are in vocational learning and microcredit programmes which enables self employment and group savings. The organization today has reached a stage of maturity, both in terms of visibility as well as activity. The greatest role of the organization has been to empower the community at every level, to be their voice at the time of distress. The organization started off by addressing various issues with the hope that through time, they are empowered to address their own issues with social responsibility.

Journey towards Registration as a Community College

To understand more fully how the college successfully developed and streamlined its delivery model, it is necessary to provide a brief retrospective regarding the origins and growth patterns of the college. The Community College emerged from its most revered journey of 23 years and worked very closely with the community assessing their needs, aspirations and finding solutions for their day to day lives. As the organization matured, the programmes expanded based on the demands of the community.

The educational programmes for the children created aspirations among them for seeking opportunities for higher education. It was found that there was a huge gap in the vision of the children and the reality. Steven and Brint & Karabel (1989) points out that there is a huge discrepancy between ambition and capacity of the opportunity structure and the societies face this problem what might be called as 'management of ambition'. Responding to such needs of the community, the NGO registered itself with an open university to widen and strengthen opportunities for creating human capital. Moreover, training programmes undertaken earlier were restricted to informal courses, these were almost free of cost, which provided the skills without any certification. Hence it aided self employability and not career placement. With the community college getting registered, all the academic programmes stood standardized with credit points for theory, practical, field learning, etc. The NGO had taken a further leap and emphasizing the ideology and mission statement to empower those who wanted to move 'towards self reliance'.

The administrative head of the NGO shares her experience in the urbanized village of Delhi where the parents are hesitant to pay even the small fees for they believe it ought to be free and that it is the government's responsibility of the government to provide everything. Reason being they are all so used to free bees, water, electricity, rations and their children's schooling. She further adds that

It is not impossible to teach them free but question is, 'Why habituate their parents to having education to their children free of cost? Free education was being taken as a birth right. It did not matter if the schools were untidy, without computer education, poor English learning, no science, and passing only to drop out later. The NGO was set up to exactly meet this need. Make the learners employable, repair the foundation of their education, prepare them for a career by skills training of their need, but at a small cost which makes them own it'.

As Dr. Muhammad Yunus, economist who founded Grameen Bank rightly says that development is not a doling process, giving grants and subsidies, which do not improve the living conditions of the poor. It is like giving alms to the beggars with a sense of sympathy without realizing that it is only perpetuating the problem. Rather the NGO empowers the underprivileged to

help themselves with dignity and self respect thereby focusing on the lines of empathetic and dignity-centred “teach-a-man-to fish” than sympathetic “give-a-man-a-fish” (Yunus, 2003).

The NGO operates in the form of what is called a multi-location Community College from 40 villages of Sohna Block, District Gurgaon which is a typical rural area characterized by male dominant society and social evils such as child marriage, purdah system, etc. Another region is characterized by urbanized rural setting in Karala in North West part of Delhi interspersed with unauthorized colonies. And the third and the fourth are the resettlement colonies of Delhi in Bawana and Jahangirpuri in North West part of Delhi. The areas have been defined on the basis of community i.e. rural, urbanized rural and resettlement colony. Within the broad community, there are original inhabitants of the area and migrant population with different needs.

The Community College - Adopting Four Strategies

A. Strategy - I: Community Outreach Programme and Need Analysis

Community outreach is an important aspect to offer solutions to learning that are ‘lifelong’ and ‘lifewide’. Lattimore et al (2012) focuses on creating strategic plans to meet the needs of variety of stakeholders. Additionally, Deggs and Miller (2013) mention the significance of consistency required between community college leaders and community leaders which influences individual’s acceptance of formalized education. Thus need analysis was done in the community to understand the learning requirements of the community. Home visits, door to door surveys, focus group discussions, meetings and discussions with key resource persons, school visits, factory visits, community resource mapping and other participatory rural appraisal techniques were used to ascertain the preferences of the defined community and to gather the education needs from them. Five exploratory questions were developed to identify the academic programmes:

1. Is there any change in the preference of academic programmes in the community based on the location or geographical area?
2. What is the perception regarding the issue of gender as far as the academic programmes are concerned?
3. In order to make the community employable, at what age do we need to initiate the academic programmes in the community college?
4. Does the demand of the community match the needs of the ‘labour market’?
5. Are there any barriers that prevent the community to take up the academic programmes?

It was found that there was a huge demand of English Speaking course and more professional courses in computers such as Animation, Tally and

Desk Top Publishing in rural areas. In addition to these courses, the youth in resettlement colonies wanted hardware course, electrician, beauty, hairstyling and fashion designing course. However, for spoken English course, a feedback was obtained that

‘The boys preferred to study Spoken English course at a distant place and not in the vicinity of their homes so that they can get some time to loiter and loaf around while the girls preferred to learn at their doorsteps. Also the boys in rural areas felt ashamed of learning English for the fear of being mocked at by their fellow friends’.

Initially the girls in the newly established resettlement colonies, i.e. Bawana were reluctant to take up the courses as they did not realize the significance of higher education vis-a-vis the already established resettlement colony, i.e. Jahangirpuri where there was more awareness amongst the parents and the girls. Another reason was that the girls felt they cannot go outside the community to take up jobs hence enrolment in these courses would not be of any benefit. In rural area, an incident was reported wherein the father preferred to let her daughter learn as he realized that education was vital for the marriage of their daughters. The Principal of the Community College at, Naya Gaon quotes:

‘One father in the rural area came with his daughter and pleaded to educate her and started to sob. On being asked what the matter was, he shared he had got his elder daughter married with great difficulty as she was 12th grade pass and he did not find a suitable match for the elder daughter a few years ago. From this experience, he did not let his younger daughter study. But now after few years, he is unable to marry her. The reason being that she is only seventh grade pass and all the potential marriage proposals are rejected, she being not adequately qualified for the boys. He now realizes that time has changed and education is highly required. He requested to enroll her for all the courses so that he can proudly say that she has passed courses with University degree’.

During the community meetings conducted by the NGO, an interesting feature was observed. There was a marked diversity in demand of academic programmes accordingly by the various age groups. The needs of the community varied from career based programmes to enhancing their self esteem across different levels of age. It was also found during school visits that the students in the area had high aspirations with very limited awareness on the scope of career opportunities available. Some students wanted to become doctors and engineers without any science background. Most of

the schools in the area had only arts as the stream. They could not read or write basic English. A student of Class V who studied in a private school and an employed youth in rural area were asked to introduce themselves in English. The youth stammered and could not speak with confidence and thus he realized the significance of this academic programme. The youth shared that there were no computers in their schools and even if there were, they were either not running or there was no computer faculty to teach them. The private centres that existed were in a one room shop with many students on a single computer. There was also a demand for programmes such as adult literacy from the age group of above 30 years. Men wanted their wives to enroll in the courses so that they could contribute towards the education of their children and also visit their schools. The women also realized that it would enhance their self confidence.

Table 1: Situation analysis to identify the academic programmes

Sl. No.	Situation	Analysis	Relevant School of Studies and Academic Programmes
1.	<p>A student of Class V who studied in a private school and an employed youth in rural area introduced themselves in English. The youth stammered and could not speak with confidence.</p> <p>The students of the government schools in urbanized rural area could not read or write in English but had aspirations to become teachers, air hostess, doctors, etc. There were English speaking Institutes opened in the nearby area but the faculty themselves could not speak fluent English.</p> <p>A non-government school teacher was assessed</p>	<p>The areas lacked the understanding of English language which is must for the jobs in today's scenario. The foundation in government schools was found to be very weak.</p>	<p>School of Communication Studies with programmes on communication skills, interview techniques, presentation skills</p>

	<p>for her English language providing remedial education in resettlement colony. Lot of mistakes in pronunciation and grammar were observed.</p>		
2.	<p>The youth in the rural area had no access to computers or cyber café.</p> <p>The students of the urbanized rural area shared that there were either no computers in their schools and if at all there were, they were not operational and there were no faculty. Also the private Institutes in the nearby area did neither have the quality, nor the computers and the student were taught in a one room shop.</p> <p>The youth and students in resettlement colonies had access to basic computer knowledge due to interventions made by the NGO. They wanted advanced and professional courses in computers which was not accessible and affordable for them.</p>	<p>There was no good computer training Institutes or professional programmes in computers in the vicinity.</p>	<p>School of Computers Sciences focusing on Computer fundamentals, Desk Top Publishing, Tally, Graphics Designing, Web designing, Animation</p>
3.	<p>Women were not literate but wanted to gain knowledge so as to enhance their self esteem.</p> <p>The students wanted to clear entrance exams for government jobs. However, the area in the urbanized village lacked authentic</p>	<p>Illiteracy amongst women in the area. Private Institutes not genuine in the area.</p>	<p>School of Education with programmes in adult literacy and preparation for junior level government jobs</p>

	preparatory institutes. Some of the students and elders reported that many private institutes had fraudulently taken money with the guarantee for government jobs.		
4.	In the rural areas and resettlement colonies, the community demanded for the courses on Right to Information. Some of the community members shared that there was a strong need of premarital counseling courses for boys and girls in urbanized villages.	Lack of awareness on basic rights	School of Law with Non-Credit Customized Programme in General Law and General Knowledge
5.	Women wanted short term courses in rural areas In already established resettlement colonies of Jahangirpuri, the young girls had a huge demand of courses such as fashion technology and hair styling	Lack of vocational institutes in rural areas Lack of quality training at low cost in resettlement colonies	School of Vocational Education and Training with short term courses and fashion technology, beauty culture

Community outreach programme not only helped in analyzing the needs of the community for various courses, but was a key factor in connecting with them imparting awareness on education and overall well being and happiness. Social purpose in lifelong education was advocated at various levels and relationship between education, employability and economic development was highlighted. It also played an important role to understand the barriers and challenges which hinders the community to demand for the academic programmes. It was also a learning for the organization to think strategically and then work with them to find solutions. One potential learner exemplifies this vividly:

‘A school going boy in one of the community meetings retaliated that the fees was very high, i.e. INR 800 per month.

At the same time, the bell of his cellphone rang and we asked him the price of the phone. To which he replied, INR 10000 and a monthly bill of INR 2000. This clearly reflected that it was the mindset of the people that needs to be changed and not the issue of affordability’.

Though the programme fees was quite low, there were some community members who were not willing to pay or could not genuinely afford even the low fees. In tandem with the mission of self-reliance of the NGO, the Community College approached banks who offered a special scheme of providing loan at differential rate of merely 4%, payable when they are employed.

The issues of accessibility were also addressed. The rural area is widespread to 40 villages and community residing in remote villages with no access to transport system demanded that the classes be run in their village. Keeping in view, the satellite centres were set up to make it more accessible. The area was divided into inner circle, middle circle and outer circle to plan the outreach and satellite centres. Accessibility however is not just about the physical conditions and layout of buildings. The notion of accessibility, according to Crowther et al (2010) pertain to human element, in other words, how welcoming and accepting are the people involved in the projects even as beneficiaries. In resettlement colonies of Bawana, it was found that the students of the Bawana village did not want to go to resettlement colony which was just 1 km away due to their cultural differences. Similarly, the parents in the unauthorised colonies of Karala were not willing to send their children to Karala village because of issues of eve teasing and crime. Thus, satellite centres were set up in Bawana village and colonies of Karala making educational opportunities available at the doorsteps of the community. This also led to identification of another need of inculcating moral values in the academic programme.

It is not always correct to say that lifelong learning is dependent on access to educational provisions, it most typically arises through everyday experience as well (Billett 2009). Thus community outreach is an everyday process at Community College and all team members from Head of the college, administrators to field staff reach out to the community, meeting all the stakeholders to assess their needs and aspirations and translating their learning to classroom teaching.

B. Strategy - II: Adopting Five Disciplines of a Learning Organization

Hord (1997) noted that there was no universal definition of a professional learning community. Based on an extensive literature review of the subject, Hord conceptualized professional learning communities as schools in which the professional staff as a whole consistently operates along five dimensions:

(1) supportive and shared leadership, (2) shared values and vision, (3) collective learning and application of learning (formerly identified as collective creativity), (4) supportive conditions, and (5) shared personal practice.

Learning organizations have been defined as schools that: employ processes of environmental scanning; develop shared goals; establish collaborative teaching and learning environments; encourage initiatives and risk taking; regularly review all aspects related to and influencing the work of the school; recognize and reinforce good work; and, provide opportunities for continuing professional development (Silins et al, 2002).

The most commonly mentioned elements of a learning organization can be summarized as: coordinated group effort towards commonly shared goals; active commitment to continuous improvement and to the diffusion of best practices throughout the organization; horizontal networks of information flow to help bring together expertise as well as links with the external world; and, the ability to understand, analyze, and use the dynamic system within which they are functioning (Keating, 1995).

Senge (1990) posits that learning organizations are characterized by valuing and developing the five disciplines and that the basic meaning of a learning organization is one that is continually expanding its capacity to create its future. The five disciplines are systems thinking, personal mastery, mental models, team learning and shared vision.

- Personal mastery. Drives people to expand their ability to achieve their goals thus living in a continual learning mode.
- Mental models. It refers to assumptions, generalizations and beliefs that influence the limited thinking of how the world or the individual works.
- Shared vision. Collaborative creation of future encompassing personal vision by building group commitment.
- Team learning. Aligning and developing the capacities of a team through collective learning and thinking thus innovating and developing new ideas.
- Systems thinking. Views the systems as a whole, a conceptual framework focusing on interrelationships between various units, disciplines, members that shape the behavior of the systems.

It was realized that teaching process cannot be effective if not related to the process of learning. The strategies and methodology of teaching must be created to appropriate learning situations. And thus the role of campus administrator (Principal and Vice Principal) cannot be ignored in transforming an educational institution into a teaching-learning organization. Additionally, the Chief Executive must support and encourage continuous learning amongst its professionals (Hord, 1997). Jason (2000) discussed how transformational leadership is effective in shaping a culture that enables diverse students

to achieve more of their potential including professional development, empowerment, action research, and ethical learning communities. Kleine-Kracht (1993) suggested that administrators, alongwith teachers, must be learners: 'questioning, investigating and seeking solutions' for improvement in educational institutions. They focus on an organization without hierarchy and a need for everyone to contribute. The traditional pattern that 'teachers teach, students learn and administrators manage is completely altered'. The Principal should let go of the old paradigms of the role of an administrator (Morrissey, 2000). There were three factors required of principals that attempted restructuring and reforms in educational institute: ability to share authority, ability to facilitate the work of staff and the ability to participate without dominating. The studies of Leithwood et al (1998) made clear that leadership contributes significantly to conditions fostering organizational learning processes.

In a learning community, shared vision among the staff supports and guides the norms and behavior about teaching and learning in the college. Staff participated in development of shared vision and values of the Community College so that it is imbibed in the culture of the organization and is used as a guidepost in decision making. The vision of the Community College is to widen and strengthen the opportunities to create human capital, thus the student remains the focus of teaching and learning at the College which is reflective in the behavior of the staff as well.

Taylor (1985) recognizes learning as something that humans do which requires consciousness. It is the capacity to utilize what humans know and leads to change both in what they know and how they know. Thus inputs and feedback from teachers, administrators, parents and even community members are taken to address college wide issues such as low attendance, low achievement scores, behaviour, etc. Collective meetings with the teachers are conducted to learn from each other. Regular faculty meetings are conducted to improve on the curricula based on the experiences. Feedback is also obtained from various industry verticals to improvise the curriculum based on the market demand. The Heads of all the four Colleges meet every week and continually learn from the experiences of each other in informal meetings, raising their capacities and expand their patterns of thinking thus developing evolving standards. This relationship not only produces satisfactory and new ideas but also enhanced bonding amongst Principals and teachers. The issues are identified and discussed applying information and new ideas to solve problems. There are monthly reviews with the Head of the organization and collective thinking fosters creativity taking the organization to the next level.

The College has a very effective process for solving problems, feedback is obtained from multiple sources, there is open communication channel, teachers and support staff

share their issues everyday using ICT. The issues are posted on the group email. Once the issues are identified, the ideas and inputs are invited and dialogue takes place around the topic. The group then decides the best and develops strategies jointly to resolve the issues.

Effective communication systems are another method that promotes efficient learning about latest updates not only about the college but also about the world.

The College has instituted other effective communication systems that help the leadership team know what is going on in various locations as they share daily priorities and reports on group email. A similar system is developed within the College where all the teachers and administrators of the College interact with each other for mutual sharing and learning. Also news articles are circulated in the group email to remain updated about the current affairs about the country and global issues.

At the Community College, systems thinking imply that employees must think beyond their roles, process units or departments. And must realize the significance of their work for the larger benefit of the society. From the historical service based experience as a non-government organization working closely with the community and ensuring quality, the college recognizes that quality and lifelong learning entails not just meeting the needs of potential students applying for the courses but all the stakeholders in the education system. In the systems approach, the college embraces all the stakeholders responding to their critical needs and forging partnerships to create value to its learners. Therefore, the Community College cannot work in isolation as an educational institute but has to integrate other variables that make up the education system working in close relation and interconnectedness. It views its environment holistically analyzing demographic profile, socio economic status, willingness to pay by the community and reflecting on their issues and problems. This would enable full potential of students and nurture better learning. Joseph et al (2002) have developed Guidance System for Transforming Education (GSTe) based on Banathy's theoretical framework of process values and process activities to help society progress through transformational journey of education system. To emphasize the systems approach of the Community College, an example of an eve teasing launched by the college is cited here:

It was found that there was high absenteeism amongst the girls in the classrooms. When discussed with them, we found that they were facing the problems of eve teasing while on their way to the college. However, they were reluctant to

share the issue with either parents or their teachers or even to the student counselor with the fear that they will not be allowed to study further even in the community college. So staying away from the class for few days seemed to be an easy option for them and temporary relief from the problem. We realized that the issue could not be ignored as it is related to the education of girls. Therefore, we decided to launch a campaign with the students of college mobilizing the volunteer from the community and related stakeholders to voice the concern at large scale and integrated this in the system.

The Community College realized early that value based services need to be provided to students to ensure the learners have the best possible available service. This included support services ranging from registration to counseling, career awareness sessions, orientation sessions, educational tours, cultural enrichment tours, seminars and workshops, talent recognition and, students’ festivals, use of latest technology, learning labs and project works, celebrations of festivals and achievements, financial aid and placement opportunities.

Table 2: Providing operational practices based on Senge’s five discipline areas

Sl. No.	Discipline	Operational Practice
1.	Personal Mastery	<ul style="list-style-type: none"> • Self readings by all employees • Discussions with subject matter experts • Opportunities to contribute to their own learning by writing research papers, articles, curriculum • Staff views their personal goals in the context in which they are working • Staff critically examines own practices and set standards for continual improvements in teaching-learning process • Professional development is linked with dealing with real time issues and realize everyday is a new learning within classroom and beyond classrooms • Documenting lessons learnt

2.	Mental models	<ul style="list-style-type: none"> • Imparting regular awareness amongst various stakeholders to evolve their mindsets about education system involving holistic growth • Providing awareness to potential learners on
		<p>the diverse career and employment opportunities available</p> <ul style="list-style-type: none"> • Staff and teachers are encouraged to experiment and take risks for personal and organizational growth • Staff values difference of opinions with little defensiveness • Weekly feedback from students and a system of feedback box • Encourage open dialogues amongst staff on their views and beliefs and interpretations of a situation • Staff shares challenges and receptive to new ideas • Teachers are proactive in problem solving in the classrooms and not wait for someone else to take decisions • Learns from best practices from multi location colleges
3.	Shared vision	<ul style="list-style-type: none"> • Involvement of staff in developing vision encouraging ownership and accountability • Curriculum is aligned with vision • Learner centred approach • Promotes understanding of college vision, values and culture during orientation programme of new learners • Extracurricular activities for students to work towards the vision • Students make their own rules and regulations to align their behavior with the college vision
4.	Team learning	<ul style="list-style-type: none"> • Flat organizational structure • Collegial relationship between the Principals, teachers and support staff • Buddy system amongst the students • Students participate in collaborative learning projects and activities related to their subject and society

		<ul style="list-style-type: none"> • Open dialogue between cross functional teams and informal sharing of ideas and resources • Regular feedback from multiple sources including students, parents, peers, community, market etc • Shared decision-making in a team • Daily sharing of priorities and outputs in the group email • The Morning Circle (TMC) to start the day • Circulation of latest news and updates in group email • Weekly strategic meetings of the leadership team • Monthly review meetings and fostering new and creative ideas • College Board meetings twice a year • Regular and meaningful faculty meetings to discuss projects, teaching strategies and curriculum
5.	Systems thinking	<ul style="list-style-type: none"> • Build strong network of stakeholders and their ownership in community college • Creating a network of support from amongst the community and volunteers • Active participation of community members, parents and public representatives • College Management Committees for various disciplines are formed comprising of students, teachers, parents and community members • Need analysis of the community and aware of issues that may impact the college • Identifying root cause of the problems and finding solutions • Feedback on curricula from industry verticals • Regular sharing with parents and community by teachers and Principals through home visits, community meetings and focus group discussions • Existence of interconnectedness amongst various units and processes • Partnerships with local business units and various industry verticals

		<ul style="list-style-type: none"> • Attend and participate in seminars and conferences thus sharing ideas beyond the local community facilitating organizational learning
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C. Strategy - III: Quality Focus

The Community College has been working towards bringing quality improvement and quality management through Total Quality Management (TQM) philosophy. Izadi *et al* (1996) describes the implications of TQM in University programs such as vocational and technical education. According to them, TQM allows internal and external customers to communicate with faculty to continuously improve educational processes. If parents, alumni, and students (internal customers) are satisfied, they will recommend degree programs to others. Likewise, if employers, taxpayers (in state supported institutions), and graduate schools (external customers) are satisfied with the graduates of programs such as technology education, they may continue relationships and support. Here emphasis on quality, beneficiary focus, process improvement and continual learning has become part of its culture. The College developed processes based on the principles of Plan-Do-Check- Act with clearly defined inputs, outputs and measurability indicators using a collaborative approach of all its team members. Additionally, The Community College has identified four values that serve as its framework i.e. transparency, commitment to continuous learning, missionary zeal and co-option. The College considers these values vital to its success in meeting its performance targets. The Quality Policy has been defined and communicated to all. The Quality Policy states,

The Community College is committed to transform a large section of our marginalized and disadvantaged society towards self reliance and empowerment by:

- Enhancing beneficiaries' satisfaction
- Complying with the requirements of international standards
- Achieving continual improvements in effectiveness of our management system through systematic analysis and review of results
- Training, participation and involvement of all our employees

The process identified are community participation and outreach programme, curriculum development, enrolment of beneficiaries, conducting classes, sensitization of parents/guardians, extracurricular activities and events, examination and evaluation, convocation and follow up of pass out students, administration, human resource management, communication. These processes were created to support day-to-day operations so as to enhance efficiency and effectiveness in work. The organization is evolving

its processes and test checking in the field before applying for certification for International Organization for Standardization.

D. Strategy - IV: Developing Innovative 4C Model

We have already completed 12 years of the 21st century, the rapid social and economic changes being encountered by us present complex and unprecedented challenges to contemporary societies. Societies now must cope simultaneously with global economic competition, the demand for new competencies in the population, the provision of opportunities for health and well-being across the population, and the maintenance of the social fabric for nurturing, socializing, and educating the next generation (Keating 1995). Many of the key issues are brought into focus if we use the new notions of learning and develop a clear picture of quality of life, overall happiness and well being. Schuller and Watson (2009) proposes a framework that consists of learning called forms of capital: learning as an investment in the economy called human capital, learning as an investment in the society called social capital and learning as an investment in identity capital. The identity capital is also referred as individualization by Van der veen (2010).

Billett (2010) defines learning as a personal process directed by the capacities, interests, situations and support, and engaging the human mind and consciousness. Life coping skills is not only helpful to the individual, but also to the transforming of nature of day-to-day social life (Giddens 1991). Thus a 4 C model is recommended and being followed in the Community College providing a lifetime of learning to the diverse community it serves for overall well-being. Field (2009) defines well being as positive mental state associated with social quality as confidence, optimism about the future, a sense of influence over one's destiny and social competence that promotes satisfying and supportive relationships with other people. The teaching-learning process at the Community College creates a learner-centred approach focusing on well-being and quality of life which is reflected in its model. We look at each in turn:

We teach them to be courageous to overcome the impediments and barriers, with integrity and rising above the challenges. Our entire education methodology focuses not only to produce competent students but also compassionate, conscientious and the change-makers. These beliefs and values are enthused and stimulated in all the programs that we design and implement'.

Competent

The Community College enhances competency amongst its learners by offering a diverse opportunities in various academic programmes designed

as per their needs. All the programmes have well defined credit system. Technology is used as a tool to facilitate learning. The teaching process surpasses the blackboard-chalk rather the sessions are conducted through multimedia system. The vision, mission, values and culture of the college are presented during the orientation session on the first day of the college and integrated throughout the curriculum and learning practices. Jenkins and Sung-Woo (2012) mentioned that many students arrive at community colleges without clear goals for college and careers. Hence the students in this community college are motivated to develop their own mission statements and align it with the organizational goals during the orientation programme. The students write their autobiography and are encouraged to share about their dreams, aspirations, likes, dislikes and what life means to them. To promote the climate fit to meet the competitive needs, state-of-the-art laboratory facilities and equipments and class sizes tailored to learning needs are provided. Additionally, faculty ensured that participative and enriching environment is created in the classroom for students. Jackson et al (2013) indicated that the benefits of participation included greater empathy for and awareness of students, the development of authentic relationships with students and enhanced engagement in the larger campus community.

Regular exposure trips are conducted to enrich them with the national history and general knowledge. The students of the Community College were asked to write what they knew about Mahatma Gandhi before the exposure trip to Gandhi Darshan and Gandhi Smriti. Some of the excerpts are given below on what they wrote before and after the trip:

‘Gandhiji was married to Putlibai, while few wrote Indira Gandhi’. For them ‘Gandhiji was a great man who had pledged not to wear clothes till the country got independence. Gandhiji’s *kabra* (grave) (as some wrote) is at Rajghat and his name is inscribed on India Gate. Gandhi dreamt of making Ramnagar but he was not successful. Not only this, some of them held Mahatma Gandhi responsible for promotion of discrimination amongst upper caste and lower caste by creating a separate community of lower caste groups called Harijan Basti. They had other source of information as well. They were influenced by Bollywood movie Shaheed Bhagat Singh, and gained the impression that Bhagat Singh was sent to the gallows because of Gandhiji. Gandhism to them is not relevant today, some wrote. ‘Gandhiji’s values and teachings are too idealistic and utopian in today’s world’. Adding to this, a boy wrote ‘No one speaks truth these days’. A girl wrote, ‘Everyone is so short tempered that it’s hard to keep self-control’. To our inspired teachers at the

Community Colleges all this revealed that knowledge about freedom movement were passé. A very senior teacher of the college proclaims that children who grow up with poor sense of history are rootless. Hence all these exposure trips and learnings are an integral part of our College curriculum. The impact of the exposure visit was clearly evident. Majority of them could now write the historical dates, names of the Ashrams set up by Gandhiji, and details about his family clearly mentioning the names of his parents, wife and sons. They now knew that the title of Mahatma was given by Rabindranath Tagore and Father of the Nation by Subhash Chandra Bose. They attempted to write about Dandi March, Satyagraha and other significant movements and their importance in national history.

The students are asked to make their project work thus transforming the classroom learning into experiential learning which is followed by presentations and sharing of their projects. This enhances their presentation skills, promotes inquiry and curiosity about their environment and subject and confidence.

We truly believe that each student has an inherent talent thus a talent hunt chart is developed by the teacher within the first month of joining of the student. The students are provided a platform to showcase their talent on various occasions. There are also clubs such as music, theatre, sports, media and journalism for the all round development of the learner.

Intra college and intercollege competitions are organized to inculcate competitive spirit amongst the students. Further, they are also given opportunities to participate at zonal, district, National and International level.

The immense talent can be exemplified by the fact that some students participated in a ten day camp to learn Karate and Taekwondo. Just after ten days, they were given an opportunity to participate at National level wherein all the students who participated won gold and silver medals and fetched third position for the college. A few days later, they represented the country at International level where they won accolades as they fetched silver and bronze medals.

During summers and winters, special learning festivals are organized to expose the students to various career opportunities and career counseling sessions with the experts. Continuous and term end assessments are conducted to know the progress of the student in achieving the desired learning levels.

The partnerships of the Community College with local business employers respond to the needs of its students for skills that increase their employment opportunities.

Compassionate

The students are taught to respect all religions and thus all the festivals irrespective of any religious conviction are celebrated. Feedback on their learnings and reflections are documented by the students. The students begin their day with a prayer and by writing thought of the day on the white board in the hallway. Moral values are inculcated as a part of classroom teaching. Special spiritual sessions are conducted on regular basis.

Some students belonging to low socio-economic group were found to be often complaining about their situation. With the pretext to make them realize that there were more poverty stricken people than them, they were asked to conduct a cloth distribution drive in a place with no shelters. The drive led to a feeling of gratitude amongst them.

Conscientious

As a practice, the students contribute to cleanliness drives in their campus to enhance ownership of the college and appreciate the hygienic practices. Regular sessions on personality development and awareness on their rights and duties augment their learning in classrooms. Monthly analysis of attendance of the students is done and displayed on the notice board so that the student stays alert on his regularity. Systems are developed to apply for the leave application.

Changemakers

In order to make the youth responsible and proactive in community development in their local area, the students are organized into a voluntary group called Beat Officers. The concept also builds up leadership capacities amongst them. The students identify the top ten needs of their area and work to seek solutions to the issues identified. They are in the process of developing a community library and spreading the awareness on the education as ambassadors of change through cycle rallies and street plays. Each month, they identify a theme and the activities revolve around the social and environmental issues selected. Thus, service learning programs develop sense of civic responsibility in addition to their academic skills bringing commitment to their own community and bringing out change in the society.

The students are acknowledged and recognized on all the four parameters of the 4 C model giving equal opportunity to all to excel in various facets of life. Thus we believe that if the purpose of education is to develop skills and knowledge, then we must produce learners who have the capacity to make a positive difference in the society.

The Way Forward

The Community College thus evolved as an organic part of the social life of the community that it served for more than two decades. It plays a significant role in meeting the needs of unemployed, underemployed, underrepresented, underserved and disadvantaged across all age groups, culture and gender through various academic programmes. In addition, it holds a unique position in this juxtaposition of secondary and post secondary education for those who are able but disadvantaged in terms of receiving adequate learning levels and quality education for them to succeed in higher studies or career. It also expands the demographic profile of the students who cannot afford the minimal fees by providing loan opportunities through bank linkages with special schemes. The four pronged strategy of community outreach and need analysis, learning organization, quality management and 4C model makes it a unique representation trying to bring out educational reforms through community colleges. The Community College in a humble manner strives to customize the educational programs as per the needs of its students thus creating a learning-centred focus in teaching practices to a learning organization giving the perfect platform to empower one and all.

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