



An Analysis of Adult Education Programme-With Special Reference to Belur Taluk

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Abstract: India is a large country it has huge population, but at the same time the country is facing illiteracy problem, in the meantime new educational paradigms are executing by the state to eliminate the evil. The major source of evil in our country is illiteracy; it lies at the root of everything that hinders the progress of our country. Light of knowledge unites people to agitate for their demands. But illiteracy keeps people in darkness. They fail to unite and demand what they really want. It is not merely necessary to carry the torch of education to all the corners of the land, but also to people of all the ages. The main cause of the sufferings of the people is not at all their lot, but ignorance and illiteracy lead them to suffer so much. Indian Constitution lays down universal compulsory education as a directive principle of the state. But little has been done so far. The children of today no doubt have some chances of getting education – at least the torch of it. But the grown up adults never had the opportunity of feeling the light of knowledge and blindfolded they move about their orbit of life. The study considered various information's available through went on primary and secondary sources to describe this thrust area to better understand.

Key words: Indian Constitution, universal compulsory education, knowledge

Introduction:

The major source of evil in our country is illiteracy. It lies at the root of everything that hinders the progress of our country. Light of knowledge unites people to agitate for their demands. But illiteracy keeps people in darkness. They fail to unite and demand what they really want. It is not merely necessary to carry the torch of education to all the corners of the land, but also to people of all the ages. The main cause of the sufferings of the people is not at all their lot, but ignorance and illiteracy lead them to suffer so much. Indian Constitution lays down universal compulsory education as a directive principle of the state. But little has been done so far. The children of today no doubt have some chances of getting education – at least the torch of it. But the grown up adults never had the opportunity of feeling the light of knowledge and blindfolded they move about their orbit of life.

Adult Education aims at extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including literacy, basic education, skill development (Vocational Education) and equivalency. With the objective of promoting adult education, a series of programmes have been introduced since the First Five Year Plan, the most prominent being the National Literacy Mission (NLM), that was launched in 1988 to impart functional literacy to non-literates in the age group of 15-35 years in a time bound manner. By the end of the 10th Plan period, NLM had made 127.45 million persons literate, of which, 60% were females, 23% belonged to Scheduled Castes (SCs) and 12% to Scheduled Tribes (STs). 597 districts were covered under Total Literacy Campaigns of which 502 reached Post Literacy stage and 328 reached Continuing Education stage.



2001 Census recorded male literacy at 75.26%, while female literacy remained at an unacceptable level of 53.67%. Census of 2001 also revealed that gender and regional disparities in literacy continued to persist. Therefore, to bolster Adult Education and Skill Development, Government of India introduced two schemes, namely Saakshar Bharat and Scheme for Support to Voluntary Agencies for Adult Education and Skill Development, during the 11th Plan. Saakshar Bharat, the new variant of earlier NLM, set following goals: to raise literacy rate to 80%, to reduce gender gap to 10% and minimize regional and social disparities, with focus on Women, SCs, STs, Minorities, other disadvantaged groups. All those districts that have female literacy rate below 50% as per census 2001 including Left Wing Extremism affected districts irrespective of literacy level are being covered under the programme.

Formal Education: Formal education comprises of the basic education that a person receives at school. The basics, academic and trade skills are exposed to the person through formal education. Thus, this form of education is also referred to as mainstream or traditional education. Beginning with nursery education, a person learns the various aspects as he advances towards primary, secondary and higher education. While nursery, primary and secondary education are received by a student at a school, higher education, or post-secondary education, is generally disclosed at a college or university.

Informal Education: Informal education includes educating one through informal communication and reading

books. In general, informal education is edifying someone outside the basic form of education, that is, in schools, and without the use of any learning methods.

Special Education: Mentally challenged and handicapped students are educated through special learning methods, known as special education. For a student to be admitted into a special education school he is first evaluated on the various parameters of disabilities and accordingly, his eligibility is determined.

Adult Education: Adult education is the process of educating the adults as it aims towards educating an adult on literacy, other basic skills and various job skills. Also known as adult basic education, adult literacy education or school equivalency preparation, adult education can be categorized into three further categories: formal class based education, e-learning and self-directed learning.

Principles

The principles of andragogy flow directly from an understanding of the characteristics of adults as learners and can be recognized when we understand the characteristics of adults, and see the way those characteristics influence how adults learn best. Teachers who follow the principles of andragogy when choosing materials for training and when designing program delivery, find that their learners progress more quickly, and are more successful in reaching their goals. The Canadian Literacy and Learning Network outlines the 7 key principles of adult learning. In other words, these 7 principles distinguish adult learners from children and youth.



1. Adults cannot be made to learn. They will only learn when they are internally motivated to do so.

2. Adults will only learn what they feel they need to learn. In other words, they are practical.

3. Adults learn by doing. Active participation is especially important to adult learners in comparison to children.

4. Adult learning is problem-based and these problems must be realistic. Adult learners like finding solutions to problems.

5. Adult learning is affected by the experience each adult brings.

6. Adults learn best informally. Adults learn what they feel they need to know whereas children learn from a curriculum.

7. Children want guidance. Adults want information that will help them improve their situation or that of their children

Importance of Adult education

Democracy without education is meaningless. It is education and enlightenment that lifts a nation to the heights of progress and greatness. Unfortunately, the situation as it obtains in India in respect of education is not only distressing but disgraceful and deplorable. At present about 60% of the people in India are illiterate; they cannot differentiate a buffalo from a black mole. Adult education is needed because it is a powerful auxiliary and an essential incentive to primary education. No program of compulsory universal education can bear fruit without the active support and co-operation of adults.

Social education is needed in order to guide in spending their leisure in healthful recreations and useful

activities. Lastly, illiteracy and ignorance is a sin; an illiterate adult is a burden on society. The difficulties have to be overcome either by cleverness, or by fact or by compromise, or may be, by intentional avoidance. Only then we can hope to spread Adult Education. The purpose of all good teaching is to produce changes in human behavior. All adult education teachers must adopt a positive approach; adult education emancipates people from the tyranny of illiteracy.

- Some people, in their early age, did not have the chance to get education for different reasons. When they are old if then, they get education and they can discover themselves in a new way.

- Learning is a continuous process, and if adult persons have the continued relationship with knowledge is also important.

- Some adult much time to take rest but if they are engaged in learning they can also have fun and friends.

- If they are busy something creative jobs, they will never feel boring rather they will feel healthier and happier.

It could be any degree that you want. Having missed out on education when you were yet young, still doing school might not look like a good option. However, there are so many adult education programs around, it would spin you in the head just thinking of it. You don't have to give up on your dreams related to their job

Adult Education in India

Adult education in India is the process to provide education to the adult and aged people who, somehow, had failed to



receive the elementary education during their childhood. The effort of providing adult education in India has been in existence for the past several years, as it is one of the most important things in building an educated nation. Unless the adults realize the importance of education they would never understand the need to educate their progeny. Education is one of the stepping stones for building a strong nation. Hence adult education is promoted on a large scale in the Indian sub-continent.

Adult education in India is mainly provided at night schools. These are situated in almost all the [Indian cities](#) and villages. The provision for imparting education has been made at night because most of the people are engaged during the day. Apart from the night schools, the [Government of India](#) had also set up some libraries so that the adults can study more to become educated, not just literate. Adult education is included among the most important responsibilities of the Government, as the eradication of illiteracy has been one of the major national concerns of the Government of India since independence. The government launched the programme of Social Education, under the Community Development Programme in 1952, as part of the first Five Year Plan. In the recent times, the government has launched the programme called National Literacy Mission (NLM) for spreading adult education in India.

A large number of initiatives have been taken so far for providing adult education in India. Machinery comprising male and female Social Education Organisers at grass-roots level and a Chief Social Education organiser has been created, apart from the Social Education Organizers' Training Centres (SEOTCs).

The government has also established model community centres, rural libraries, Janata Colleges, youth clubs, mahilamandals and folk schools, for spreading adult education. The Council for Rural Higher Education was established and a Standing Committee of the Central Advisory Board of Education (CABE) on Social Education was also constituted in 1956. The government also started a National Fundamental Education Centre for providing high-level training facilities to the adults.

Objectives:

1. To understand the educational status by knowing male and female education in the country.
2. To know the role of adult education in elimination of illiteracy in the study area.
3. To know the response of the people towards adult education.
4. To understand the initiatives from the government to effective implementation of programme.

Methodology

The study is based on primary and secondary data, the primary data has been collected information from 50 respondents with questionnaires and observations. The secondary data has been collected from published and other sources, mainly collected from magazines, reports, the data has been collected tabulated and analyzed through the simple statistical average method and percentage method. These information uses to describe the role and importance of adult education in the study area.

Analysis of Data

In the study mainly focus on Adult Education program in belur taluk, is an important criteria to understand about the development of literacy of rural areas.



The following factors describe the adult Education through by different following determinants.

Gramapanchayath

The following chart is exploring regard no of villages, students and teachers

among them 50 respondents were selected for collect information. As stated in the study area there were 3390 students were studying and 339 teachers are working.

SL NO	GP	No of villages		Students		Teacher	
		Total	Selected	Total	Selected	Total	Selected
1	Doddakodihalli	8	5	870	5	87	5
2	Gonisomanahalli	7	5	820	5	82	5
3	Adaguru	8	5	630	5	63	5
4	Ganguru	6	5	590	5	59	5
5	Rajanasiriyuru	7	5	480	5	48	5
	Total	36	25	3390	25	339	25

Source: primary data

In the study area the following teachers are voluntarily working as tutors and they belong to followed age group, and found that majority of them belongs to below forty years, it would be help more to active participation by teacher s in the learning activity.

Name gram panchayath	No of teachers	Age group	No
Doddakodihalli	05	15-20	1
Gonisomanahalli	05	21-30	19
Adaguru	05	31-40	4
Ganguru	05	41-50	1
Rajanashiriyuru	05		
Total	25		25

Adult Education Students (Trainees)

As revealed in the following table more no of female have been interested to get registration and learn, it is 72 percent female and 18 percent male have enrolled.

Gender	No	%	Age group	%
Female no	18	72	40<	10
Male no	07	18	41>	15
Total	25	100		25

Place for Schooling and Class

Based on the revealed information most of the classes would be run in the own houses and rest would be in school and temples are as class rooms. There is necessary



to provide required class room s or building to lead the programme. The designed curriculum would be for 6 months, almost 60% of classes held in evening because some of aspirants as to perform in their houses to lead family and rest classes will be carried in the night.

SI no	Place	Total	Evening	Night
1	School	03	60%	40%
2	Temple	02		
3	Own houses	20		

The list of issuing teaching aids for the adult education

- Books
- Note books
- Stationaries
- Rolling board
- Flash cards

Process of Exams and Result of Adult Education: Adult education is a 6months training which is held in the study area, adult education is executed by the state government to achieve the given target. After the 6 months of training an examination held at one of the training center. The trainees should attend the questions properly. If a trainee fails in this examination extra training will be given to them.

year	total	Attended candidates	Passed candidates	Failed candidates
2012	1000	870	854	16
2013	1000	926	906	20
2014	2500	2356	2338	18
2015	3000	2879	2859	20
2016	2380	2307	---	----

Source: secondary data

Objectives of adult education programme

- Reading
- Writing
- Accounting

Five years target to achieved adult education

Year	Target	Achievement
2012	1000	1000
2013	1000	1000
2014	2500	2500
2015	3000	3000
2016	2380	----



Fund released for the adult education by state government

year	Total funded
2012	78000
2013	85000
2014	100000
2015	150000
2016	145000

Adult education is very much useful for the illiterate people; it gives a second chance for those, who are far from the education. This kind of education can be done with our common life to keep more interest to learn. It leads to enhance the percentage of total education as well as to understand the various issues have been taken place in their day today life.

Conclusion: An Adult Education aims at extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including literacy, basic education, skill development and equivalency. In this way it has achieving its objectives in the national level by providing education or dissimilating knowledge to those, far from the formal regular education. Because the illiterate adults should realize that they should be responsible citizens in the country. An illiterate person cannot perform his duties properly and they can't enjoy all the benefits which have given by the state. In this regard state has to play more vital role to provide the required thing to make it more effective and friendly to the learners in society. There is necessary to create awareness among the people of the country to make involvement in the programme to reach more aspirants.

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