

The National Adult Education Programme: A Study

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Abstract

The National Adult Education programme was launched on the Gandhi Jayanti, the 2nd October, 1978. This programme was finalized by a National Conference talking into account several reports Submitted by groups of specialists. Adult education centres run in day in the villages and one Instructor (V.T.) and ten learners are supposed to be present at one centre. With increased investment in nationwide programmes of adult education, programme evaluation has become an integral part of the adult education programme evaluation is now conceived by development planners as tool to monitor the implementation of the programme and assess its impact on the intended beneficiaries.

Key Words: Adult Education, Evaluation, Centre, Rural, Literacy

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According to Paulo Freire's (1970) approach involving "conscientization" and organizing people around their interest with a view to change the social structure seems to be most promising in the attempt to universalize education and equitable distribution of the benefits of development to all sections of the society. The success of this programme depends upon two factors:

(a) Motivation:

How we are going to induce the crores of people to be literate which merely means total involvement of 20-30 crores of people in the programme. This is the most difficult task of the programme.

(b) Dedicated and competent worker:

This is related to the first issue because good workers can also create the necessary motivation. Under this programme we will require several lacs of workers. Illiteracy is

high in rural area among scheduled castes and tribes and women. Dearth of workers is being acutely felt as their need is both large and urgent. What we need is a tremendous effort to identify talent and commitment and to mobilize and train all the millions of workers we need.

According to Bordia (1980) the conceptual framework of NAEP has been conceived around three aspects of its programme contents such as:

(i) Literacy and Numeracy:

At a level which would enable learners to continue to learn in a self-reliant manner. The learner should belong to the economically and socially deprived sections of society. Its aim should be the development of critical consciousness and capacity of assertion. The learning process should be a cooperative venture between the educator and the learners. It should include reading, writing and arithmetic skills.

(ii) Function development:

Functionality is viewed as the role of an individual as producer and worker, as a member of the family and as a citizen in the

civic and political system. Functionality is imparting of occupational skills, functional up gradation, qualitative improvement in occupational skill and proficiency.

(iii) Social awareness:

It includes awareness of the impediments to development, laws and Government policies and the need for the poor and illiterates and to organize themselves in pursuance of their legitimate interest for group achievement. It should create social awareness about rights and duties/responsibilities.

To make every one functionally literate is a stupendous task. A variety of implementing agencies: State Government, Voluntary agencies, Nehru Yuvak Kendra, Universities, colleges, Public and Private undertaking have been involved with NAEP in Bihar.

Adult Education Centre:

Adult education centres run in day in the villages and one Instructor (V.T.) and ten learners are supposed to be present at one centre. This centre runs for sixty hours and then the learners are known as literate after qualifying the examination. Generally, instructors are selected from the same village and out of the neo-literates of the adult education centres. Teaching materials are supplied by the project officer.

Literacy and Numeracy:

Here literacy and numeracy indicate the reading, writing and arithmetic skill of the learner. Literacy has a direct bearing on economic and social progress of society. Literacy is very much a pro-requisite to modernization of agriculture (Blong, 1966) and on the other hand illiteracy becomes a limiting factor in the rate of growth in agriculture (Hervat, 1958).

Functional Development of an Adult:

This indicates increase in knowledge of the technologies used in day-today life.

Social Awareness:

Awareness here refers to knowledge of the materials existing in the like new social norms, facilities for weaker section of the society etc.

Project Office:

It is the head-quarters of the adult education programme centrally located from where the project officers are keeping watch over the adult education centers. This office is provided with jeep and one driver, two clerks and nearly 34 supervisors. Somewhere Assistant Project officers are also posted where follow-up programme is to be taken up.

A Paradigm:

The conceptual frame work mentioned earlier may be presented in the form of paradigm which has been developed for the convenience of the present investigation. The model shown belong is a tentative and generalized one. The final form of such a model will be suggested at the end of the dissertation in the chapter "Summary and conclusions" when the study will give forth suggestions on the Adult Education programme presently running and its impact on rural adults

3. Operationalization of concepts:

(i) Adult education programme:

It is a programme sponsored by the Govt. of India aimed at covering at least 100 million illiterates in the age group of 15-35 years in about 5 years with the following objectives:

1. To eradicate the illiteracy.
2. To create social awareness.
3. To induce functional literacy and

4. To enhance organizational efficiency
It puts special emphasis on the education of weaker section of the society like Harijans, Girijans, Scheduled castes/tribes and women.

Thus, with increased investment in nationwide programmes of adult education, programme evaluation has become an integral part of the adult education programme evaluation is now conceived by development planners as tool to monitor the implementation of the programme and assess its impact on the intended beneficiaries. Although programme evaluation has become diversified over a period of time, much remains to be done to improve the quality of evaluation research in order to contribute to designing and implementing relevant adult education policy and programmes.

Summary:

The problem of illiteracy continues to be the main focus of Indian Adult Education notwithstanding the several attempts made by official and non-official agencies for the last hundred years or so. The problem is both colossal and complex given the size of the country, its huge population considerable regional disparity and other cultural factors like religion, caste, language etc.

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For implementation of the literacy and adult education programme in the country in involvement of Panchayati Raj functionaries with the 73rd and 74th amendments to the constitution is very necessary and in order to involve the Panchayats in the programme as a policy matter orientation and training of Panchayati Raj functionaries has become compulsory. Therefore, the working group of the planning commission on Adult Education (1997-2002) has recommended as follows:

Local bodies to be given adequate orientation about the implementation of the whole programme through a number of orientation and training programmes for Panchayat functionaries in the states.

The primary responsibility of conducting orientation and training programmes at the village, block and district levels shall be of the Zilla Saksharata Samitis.

The state resource centers in each of the states would have to assume major responsibilities for identification of trainers and resource persons, development of comprehensive training strategies and appropriate training modules for imparting training to functionaries on a highly decentralized basis.