



Adult Education in India

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Abstract:

Adult “education is a practice in which adults participate in methodical and organized activities through which they can facilitate their understanding and learning. Throughout the lives of the individuals, they are required to upgrade their knowledge, skills, abilities and aptitude. Therefore, the primary objective of adult education is to ensure individuals are able to augment their understanding in terms of various concepts. The adults develop motivation and interest in learning, when they need to meet their needs or achieve the desired goals. The main objective of this research paper is to introduce the meaning and significance of adult education. The main aspects that have been taken into account are, history of adult education in India, adult education during the British period, adult education after independence, types of education, meaning and purpose of adult education, objectives of adult education, need of adult education in India, basic principles of adult education, characteristics of adult education and adult education policy.”

Keywords: Adult Education, Awareness, Educational Programs, Individuals, Social Change

Education is a “lifelong process. It is the unique investment for the present and future. It leads to augmentation of completeness and richness within the lives of the individuals. It is a major instrument that leads to socio-economic growth of the country. It is a powerful tool for social change. It is a vehicle for acquiring knowledge and skills. It has the capacity to conscience and empower the individuals. Through the acquisition of education, individuals develop the competencies and traits among themselves to alleviate the problems of poverty, ignorance, misery, inequalities, exploitation, degradation, unemployment and other societal problems. The individuals have the right to learn and acquire education throughout their

lives. There is not any particular age of attaining education. The concept of adult education has undergone changes. Adult education has been understood as the field that” makes provision of educational facilities to the adults, who could not undergo the regular course of formal education, during their school years (Chapter 1, n.d.).

Adult “education includes the entire body of educational processes. The content, methods or levels or whether they prolong or replace initial education in schools, colleges or universities, as well as apprenticeship. The individuals are regarded as adults, when they reach 18 years of age. They develop capabilities and enrich their knowledge, improve technical and professional qualifications or turn themselves in a new direction and bring about changes in their attitudes and behaviours in the personal development and participation in balanced and independent social, economic and cultural development (Chapter 1, n.d.). Adult education includes all the activities that are put into operation with the purpose of meeting educational goals and objectives. Through adult education, the learners are able to augment their experiences and develop skills and abilities. Apart from development of knowledge and skills, individuals are able to generate awareness in terms of their rights and duties, which are required to turn into effectual citizens of the” country.

History of Adult Education in India

Adult “education is famous for its ancient cultural heritage, covered with the philosophical contribution of thinkers, saints and sages. It is difficult to conduct research upon the beginning of education in ancient India. It is believed that Indian education is extended from 2000 B.C. to 1200 A.D. Different systems of education were developed in terms of social and philosophic relevance. The saints, sages and other individuals, who were engaged in teaching and instructing made use of variety of teaching-learning methods and instructional strategies. In most cases, methods used were oral. The primary objective was to make provision of education to the individuals by generating awareness among them in terms of moral and social obligations” (Chapter 1, n.d.).

Education in Vedic Period

During the “Vedic period, education was imparted through word of the mouth and was concentrated mostly among the upper classes. During the Upanishad period, skills began to get imparted in addition to philosophical education. During the Dhannasastric period, art, literature, mathematics and theatre was developed and Sanskrit became the classical language. The language in which, individuals communicated in was Prakrit. During the

Buddhist period, there were establishment of universities, such as, Nalanda and Vikramshilla. The language used was Pali. The students, normally resided in the house of the teachers, known as gurukul. The education provided in gurukul was liberal as well as vocational (Chapter 1, n.d.). Apart from the acquisition of education in gurukul, the students also assisted their teachers in the implementation of household chores, such as, preparation of meals, taking care of livestock, getting wood from the forests, fetching water from” water bodies and so forth.

Education in Medieval Period

In the “medieval period, Muslim system of education began to acquire prominence. The educational institutions were of two types during this period. These were Maktabas and Madrassas. The Maktaba, which corresponded to the Hindu elementary school was attached to the mosque. The Madrassa, was an institution of higher learning, prepared the individuals for professions. Libraries were also opened in this period. Mughal Emperor Akbar rendered a significant contribution in enriching the system of education. There were initiation of residential colleges for the post-graduate courses in arts and science fields. Both Hindu and Muslim institutions existed simultaneously. The system of education, both in the Hindu and Muslim period was confined to the small percentage of population, although in theory, it was available to all those, who are willing to acquire it. The educational institutions, such as, gurukuls, mutts, pathshalas, ashramas, maktabas and madrassas were meant not only for children and adolescents, but also for the adults” (Chapter 1, n.d.).

Adult Education during the British Period

In the “year 1836-37, the literacy rate in India was about six percent. The British rulers had less concern in terms of making provision of education to the adults. The emergence of night schools in England in the wake of industrial revolution had an impact in India. In every British Indian province, some financial provision was made for giving grants to night schools. The Indian Education Commission (1882-1883) recognized that adults needed education for their economic development. In addition, strongly recommended extension of this program in all provinces, such as, schools had opportunities to obtain success. The co-operative movement of 1918-1936, which was gaining strength, provided an invaluable base for initiating adult literacy classes. The number of individuals, who returned from World War I brought enlightenment and consciousness. These factors acted as catalytic agents, generating awareness among masses. As a result, there was an increase in the

activities of adult education. With the advent of adult education activities, the individuals” are able to participate in various events and promote welfare of the community and nation (Chapter 1, n.d.).

The “Central Advisory Board of Education (CABE) in its fourth meeting in December 1938, appointed an Adult Education Committee, under the chairmanship of Dr. Syed Mahmud, the Education Minister of Bihar. The committee put emphasis upon the significance of adult literacy, need for training of literacy teachers, motivation of adults, use of audio-visual media in teaching and efforts for retention of literacy and continuing education (Chapter 1, n.d.). Illiteracy is regarded as the major impediment within the course of progression of individuals, community and the entire nation. Hence, in order to lead to effective growth and development of individuals, community and nation, it is necessary to augment the system of education. In addition, the individuals, belonging to all categories and backgrounds should recognize the significance of education. In the constructive program, initiated by Mohandas Karamchand Gandhi, two forms of education were initiated, basic education and adult education. Basic education is the education that develops both the body and mind. Through basic education, the individuals are able to generate awareness in terms of the ways that would help them in making improvements in various tasks and” activities.

The “tradition of adult education in India is as old as civilization itself. Through the medium of social and religious institutions, like Kathakars, Ramlilas, BhagabatTungis, Kirtans, theatres, villages markets, and so forth. The heritage of adult education within the country has maintained its traditional values and knowledge. The control and authority of these institutions did not exist under the state patronage. It was only during the British period that the adult education became the state policy. Adult education in Indian culture is based on oral transmission of the state culture. By 1860, the adult population within the country found to be experiencing number of problems and challenges in the implementation of various tasks. The major cause was illiteracy. The Indian Education Commission reported that there were 134 night schools, attended by 3919 in Mumbai. In the southern division of presidency, there were 223 night schools, attended by 4,962 individuals. There were more than 1000 night schools in Bengal and 291 in Madras. The Commission strongly recommended the extension of this program in all provinces. The programs of night schools had experienced number of impediments and the scheme was not uniform (Historical Development” of Adult Education, n.d.).

Adult Education after Independence

Adult “education took shape through the emergence of various programs and activities after independence. After the country achieved its independence in 1947, there were formulation of plans that aimed to spread the significance of education among the masses. The national Government realized to educate the adults. Education would enable them to recognize their rights and responsibilities, so they can render a significant contribution in promoting development of the community and nation. The investment made in education was given much significance. The budget allocation for education during the first five year plans was Rs. 153 crores. It progressively increased to Rs. 19600 in the eight five year plans. Increased investment in education brought a remarkable change in the percentage of literacy within the country. The rate of literacy was only 16.65 percent in 1951. It increased to 65.36 percent in 2001. Literacy among women was eight percent in 1951 and it has risen to 55 percent in 2001. Hence, it can be stated that formulation of measures and programs led to increase in the literacy rate among individuals” (Chapter 1, n.d.).

When “efforts were made to increase the literacy rate, special emphasis was put on adult education. The Government of India possessed the viewpoint that it was not possible to deal with the problem of illiteracy, through formal education by itself. In India, considerable population belonged to deprived, marginalized and socio-economically backward sections of the society. These individuals would be able to acquire education through non-formal adult education. The Government of India, allocated the budget for adult education within the country. The proportion of budget allocation for adult education to total investment in education has increased, though there were variations in the plan periods. During the eighth plan period, the allocation for adult education was around 10 percent of the allocation for education (Chapter 1, n.d.).

Adult Education in the First Five Year Plans (1951-1956)

In the first five year plan, Rs five crores was allocated for adult education. This was to be spent on seven schemes. These include, Model Community Centres, Integrated Library Service, Janata College, development of primary schools into school-cum-community centres, improvement of library services, training of teachers and social workers in social education and appointment of district social education officer (Historical Development” of Adult Education, n.d.).

Adult Education in the Second Five Year Plans (1956-1961)

In “the second five year plan, Rs. 15 crores were sanctioned for adult education. Out of these 15 crores, Rs. five crores were meant for continuation of the seven programs of the first five year plans and the remaining Rs. 10 crores were for the community development programs. The main aspects that were emphasised upon were, training school education organizers, producing materials for school education, conducting research and providing information to the states and co-ordinating the social education work in different states. In 1960, the Ministry of Information and Broadcasting also took up the production of documentaries and the use of radio as the medium of mass-education as the community listening sets were provided in large numbers to operation areas” (Historical Development of Adult Education, n.d.).

Adult Education in the Third Five Year Plans (1961-1966)

The “third five year plan led to weakening in the field of adult education. In the beginning of this period, the country was under attack by China and Pakistan. In the third five year plan, Rs. 2.5 crores was provided for adult education. The plan was started with an outlay of Rs. 44 crores, it is not yet known, how much of it was spent and whether the expenditure shown against adult education was really spent on the bonafide adult education work” (Historical Development of Adult Education, n.d.).

Adult Education in the Fourth Five Year Plans (1966-1971)

In “the fourth five year plan, adult education was given importance. A financial provision of Rs. 64 crores was made for adult education, out of the total provision of Rs. 1210 crores that were made for education. The main programs that were taken up during the plan was of functional literacy among farmers, this program was integrated with the plans of increased agricultural production. It was proposed to make available five crores to adult literates. Though there was an increase in the number of illiterates within the country. In 1961, there were 333 million illiterates, i.e. 36 million more than there were in 1951. In 1966, there was an increase in the number of illiterate population to 533 million and in 1971, it reached to 586 million. During this period of 20 years, the percentage of literacy went up from 16.6 in 1951 to 24 in 1966 to 29.3 in 1971” (Historical Development of Adult Education, n.d.).

Adult Education in the Fifth Five Year Plans (1971-1976)

During “the fifth five year plan, Government reviewed the situation and made the policy statement. For about 100 million illiterate adults, primarily in the age group of 15 to 35 years, there was initiation of mass adult education program, known as the national adult education program. The program put emphasis upon working, living and learning, which incorporated the essential features of non-formal education. Due to limitations in the program, it was not in accordance to the expectations of the individuals. As a result of the combined efforts of various programs, the literacy rate increased from 29.45 percent in 1970-1971 to 36.25 percent in 1980-1981” (Historical Development of Adult Education, n.d.).

Adult Education in the Sixth Five Year Plans (1980-1985)

During “the sixth plan, adult education program was to be developed to a larger extent, particularly among the rural individuals, belonging to deprived and marginalized groups. For this purpose, the sum of Rs. 1280 million, i.e. 5.07 percent of total plan allocation for education. The Central Government funded 386 rural functional literacy programs in the States and provided assistance to 380 voluntary agencies and 49 universities for adult education projects. It is also estimated that during the period (1981-1985), there was an increase in the literacy rate to 38 percent. The Government of India states that there has been improvements made in adult education. It is true as the percentage of total population, literacy has made progress, so that literates, which can be accounted for only 16.67 percent in 1951 represented 36.23 percent of the population” in 1951 (Historical Development of Adult Education, n.d.).

Types of Education

The “process of education has been classified into three major categories. These are, formal, informal and non-formal education” (Chapter 1, n.d.).

Formal Education

Formal “education is consciously and deliberately planned through the modification of behaviour with the particular end in view. It has been initiated in schools as well as in higher educational institutions. The educators are required to implement appropriate teaching-learning methods and instructional strategies in imparting formal education. The main limitations of this system of education are, it is valid only during the particular time frame, the curriculum is traditional, unscientific, theoretical, academic and not” objective-based, moral “and spiritual values are taken into consideration to a lesser extent, it is narrow

and one-sided, the significance that is given to technical and vocational subjects is not in accordance to the needs and interests of the individuals, the rigidity is depicted in number of aspects, such as, age of admission, curriculum, syllabus, text-books, time-table, teaching methods, educational qualifications of teachers, examinations, certifications and so forth, it is hierarchically structured and chronologically arranged and institutionalized. Paulo Friere regards formal education as the banking system, where teacher is the depositor and students are the” depositories.

Informal Education

Informal “education is a phenomenon, which stands for the aggregate of incidental, unplanned and unstructured educational influences that consciously or unconsciously influence the understanding and attitudes of the individuals. The individuals learn from every experience and incidence. When the individuals possess interest and curiosity, they can acquire an understanding in a rapid manner. The changes are brought about usually in the behaviours and attitudes of the individuals. The acquisition of informal education on the part of the individuals continue from cradle to grave. In other words, it continues throughout the lives of the individuals. The important aspects that render a significant contribution in making provision of informal education to the individuals, include, family, friends, community members, workplace, marketplace, public places, technology” and media.

Non-Formal Education

Non-formal “education is the organized provision of learning opportunities, outside the formal school system that covers the lifetime of the individuals. This education is primarily focused towards meeting a particular need. It is flexible, problem-oriented, environment-centred, life-based and learner-oriented. It is diversified in content and methods and is non-authoritarian. Non-formal education focuses upon providing solutions to the problems of the community. It aims to promote well-being of the community members. It puts emphasis upon the development of learning opportunities for individuals, belonging to various categories and backgrounds. It includes the acquisition of occupational, household skills, development of aesthetic appreciation, analytical code of thinking, and inculcation of values, norms, principles, standards, ethics and knowledge. It can take place among family members within home, discussion among friends or community members, marketplaces, religious places and so forth. Adult education, continuing education and extra mural” work are regarded as various forms of non-formal education.

Meaning and Purpose of Adult Education

Adult “education is a process, where adults are no longer in school, or do not attend school on regular or full-time basis, or school drop-outs undertake sequential and organized educational activities. The various subjects that are included in adult education include, health, child development, diet and nutrition, preservation of the environment, family welfare, agriculture, animal husbandry and so forth. This is intended for bringing about changes in the knowledge, attitudes, skills, and abilities for the purpose of providing solutions to one’s problems. When individuals aspire to augment their understanding in terms of particular areas or when they feel that they need to generate awareness in terms of certain areas to promote betterment, they acquire knowledge in terms of those areas. Adult education includes all forms of educative experiences needed by men and women, in accordance to their varying interests and requirements at their differing levels of comprehensions and abilities and changing roles and responsibilities throughout” one’s lives (Module – 1, n.d.).

Adult “education plays an important role in educational as well as economic development of the nation. Lack of adult education and adult literacy would lead to barriers within the course of enrichment of the system of education and socio-economic growth and development of the nation. The individuals are different from each other in natures, attitudes, behavioural traits, personality, occupations, socio-economic backgrounds” and so forth. Hence, “they acquire education on the basis of their interests and abilities. In adult education, the individuals make selection of the fields, which are of benefit to them to a major extent. Non-classroom education of adult learners has immense significance. This is particularly in the case of developing society, society with low levels of literacy and low development (Module – 1, n.d.). In such societies, when adults are unaware and are residing in the conditions of poverty and backwardness, non-classroom instruction renders an important contribution in facilitating education and learning among” them.

Objectives of Adult Education

The objectives of adult education have been stated as follows: (Module – 1, n.d.).

Imparting Literacy of Diverse Types

The “major goals of adult education is to bring about improvements in the quality of lives of the individuals and enable him to realise his or her potential for self-realization, raise the standard of living in the families, communities, societies and nation, to promote peace and communal harmony in the multi-cultural global village and to bring about augmentation

of the pace of development and welfare of the individual nations and international community as a whole. In order to achieve these goals, it is vital for the adult individuals to possess the basic literacy skills of reading, writing and arithmetic. In addition to the basic literacy skills of three Rs, they acquire knowledge in terms of various areas. These include, basic literacy, scientific literacy, economic literacy, technological literacy, computer literacy and so forth. In order to sustain one's living conditions in an appropriate manner and to enrich one's livelihoods opportunities, it is essential for the individuals to acquire literacy of various types. One of the important aspects is, when one acquire literacy, it is vital for them to make effective" use of it.

Generating Awareness on Various Subjects

Apart "from carrying out one's tasks and activities, it is essential for the individuals to generate awareness in terms of various aspects. These include, self, family, community and nation. The individuals need to augment their knowledge and understanding in terms of social, economic, cultural, religious, political, and other factors. When the individuals would possess awareness in terms of these factors, they would be able to identify the flaws and inconsistencies and bring about improvements. For instance, in the present existence, it is essential for individuals, belonging to various categories and backgrounds to possess the basic computer literacy skills and technical skills. Technical skills would enable the individuals to carry out various tasks and activities, which may smooth the implementation of various tasks and activities. In addition, the individuals need to generate awareness in terms of methods that are needed for the preservation of the environment, maintenance of good health and well-being and so" forth.

Promoting Functionality

In "the promotion of functionality, the main aspects which are included are, individuals need to possess adequate knowledge and information in terms of areas in which they are engaged. In other words, it is vital for the individuals to acquire proficiency and expertise in their respective fields. Within the course of performance of one's job duties and when one is engaged in other tasks and activities, individuals do encounter problems" and challenges. But it is "essential for the individuals to generate awareness in terms of methods and strategies that are needed to provide solutions to problems and challenges. Therefore, for addressing the felt needs, for solving the community problems, for promoting public participation in various activities and for bringing about social, economic, cultural and

political participation in raising the standards of living of the individuals, communities and nation as a whole, it is essential to promote” functionality.

Need of Adult Education in India

Adult “education brings a new hope for the masses, who have not acquired the opportunities to enhance their educational skills, during the school years. In other words, through adult education, individuals, are able to bring about improvements in their educational skills, when they have not been to school before or when they have dropped out of school prematurely. Through the well-established field of adult education, the illiterate adults can hope to participate in various tasks and activities. National Adult Education Program (NAEP) is the first nationwide attempt of the eradication of illiteracy through National Adult Education Program launched on October 2, 1978. It was a massive program that aimed at providing education to 100 million non-literate adults in the age group of 15 to 35 years within a time-frame of five years” (Module – 1, n.d.).

The “major need of adult education within the country is understood as it renders an indispensable contribution in providing literacy skills to adult individuals. It aims to see that every adult within the country is able to inculcate the basic literacy skills of reading, writing and arithmetic (Module – 1, n.d.). As when the individuals carry out the task of implementation of household responsibilities, then too it is vital for them to possess the basic literacy skills. Furthermore, the need of adult education is recognized to enable the adults to feel pleasurable and contented, adults can get engaged in leisure and recreational activities, adults are able to overcome the impediments that may arise within the course of sustenance of better livelihoods opportunities, and adults, particularly belonging to deprived, marginalized and socio-economically backward sections of the society are able to realize that education does not end upon completion of school or college, but it is a lifelong process. An individual continues to learn throughout his” life.

Basic Principles of Adult Education

The “adult education policy and strategy and identification of immediate goals and tasks are based on the assumption that adult education is a manifestation of lifelong” learning and “the integrated part of the entire education system; it is an important factor in economic development, raising of productivity and economic competitiveness and improvements in employment opportunities and employability; correction of the regular education system, makes provision of opportunities in enhancing knowledge and skills; an innovative education

and learning mechanism, area with reaction to the needs and requirements of the economy and labour market, technological innovations, testing and introduction of new profiles, programs, skills and competencies, these are flexible and open for new forms of work and learning; and finally, important ways that are needed to be taken into consideration to promote self-development are, to acquire employment opportunities, have better income, acquire independence, remain active and in good health, reinforce the family and encourage independence among family members” (Despotovic, &Pejatovic, 2005).

Adult “education is providing a theoretical framework for lifelong learning. The traditional theories of learning, both behaviourist and cognitive provide explanation in terms of instruction and facilitation of lifelong learning. Lifelong education requires a new theory that takes into account, physical, mental, emotional, spiritual, social and occupational development throughout the lives of the individuals. The adults are able to generate awareness in terms of guidelines that are required to assume new roles. The adults, who are resource persons, facilitators or information managers are required to impart knowledge and information among adults. Teaching and instruction are their primary job duties. The core concepts of andragogical theory are that adults have the psychological need to be self-directing. The primary aspect of learning is the analysis of their own experience. The adult individuals become ready to learn as they experience the need to learn to acquire information in terms of modern and innovative methods. Most adults are part-time learners. Learning opportunities must be made available to them at times and places that are convenient to them. (Knowles, 1975). The adults should feel the implementation of tasks and activities manageable. Furthermore, when they are learning, they should form constructive viewpoints and feel that learning and education should prove to be beneficial” to them.

Characteristics of Adult Education

When “changes take place within the situations that have an influence upon the lives of the adults, then adult education also undergoes changes. Adult education is dynamic by nature. The characteristics of adult education have been stated” as follows:

1. Adult “education is community-based and is regarded as significant in particular frameworks. They need not be relevant on an equal basis in other communities in similar” frameworks.
2. The “nature, goals and objectives of adult education differ in accordance of the cultures, norms, principles and standards of the individuals and communities.

3. The major needs and problems are taken into account in adult education. Furthermore, effective solutions are devised that are needed to eliminate problems and difficulties.”
4. The “adult individuals are encouraged to participate in all activities that are needed to enrich their overall quality of lives.
5. Adult education aims at bringing about development of the individuals, communities and nation in all spheres. These include, social, cultural, religious, economic and political.”
6. The “individuals are able to promote rational and logical decisions that are needed to promote well-being and goodwill of the individuals, community and nation.”
7. Adult “education is a systematically organised process, making use of diverse methods and techniques of teaching and learning with an in-built component of flexibility for the promotion of learner-centred educational activities” (Module – 1, n.d.).
8. The “adults are able to augment their communication skills. They alleviate seclusion and are able to integrate with the mainstream” society.
9. Adult “education enables the adults to develop the traits of diligence, resourcefulness and conscientiousness, which are needed to live an” effectual life.
10. Adult “education is regarded as an operative tool that is necessary for the empowerment of adults.”

Adult Education Policy

The “main purpose of the adult education policy is the development of appropriate conditions for adult education and the formation of an education and training systems for adults. The major aspects, which are required to be taken into consideration are, support, development institutions and mechanisms. The basic characteristics of adult education policy are, relevance, flexibility, efficiency and effectiveness, accessibility and sustainability. These have been stated” as follows: (Despotovic, &Pejatovic, 2005).

Relevance - The “adult education system is relevant, if it makes provision of knowledge and skills, in accordance to the needs and requirements of the learners, labour markets or community. Relevance is secured through an increase in the participation of the individuals in the adult education system. The participation of individuals is primarily depicted in policies, programs, finance, verification and so forth. The monitoring and

identification of labour market needs and the institutional articulation of these demands and requirements lead to augmentation” of relevance.

Flexibility – Flexibility is “referred to the ability to respond satisfactorily and in response to the demands for knowledge and skills. It is secured through modularization and the programs that are based on the needs of labour markets, job requirements and interests of the enterprises, specific groups and individuals. Modularization and modules are the most appropriate responses to the modernization of the world of labour and social environment and the necessity of co-ordinating education with the needs of the economy and civil” sector.

Efficiency and Effectiveness - Efficiency and “effectiveness are primarily related to the utilization of adult education capacities to a major extent. The individuals need to possess awareness in terms of utilization of resources and management of the system of adult education through quality categories. These put emphasis upon the maximum utilization of educational institutions and adult education centres to promote well-being of the community. In order to promote well-being of the individuals and communities, the individuals need to formulate measures and standards in an appropriate” manner.

Accessibility – The “tendency to establish a system based on the needs and demands includes the individuals, belonging to various categories and backgrounds. The individuals, who are poverty stricken, refugees, individuals with special needs, individuals unemployed for a long time, youth without educational qualifications, women, elderly individuals, who are overwhelmed by the fear of losing their jobs, primarily because of their old age, minority groups, well-educated individuals, who are losing jobs, such as, army staff and so forth. Hence, adult education is suitable to individuals, belonging to various categories” and backgrounds.

Sustainability – The above stated factors of relevance, flexibility, efficiency and effectiveness and accessibility are the pathways towards sustainability of the adult education system. The sustainability of the adult education system is not based on traditional budget oriented financing of education and training institutions, but on development of the appropriate “model of financial management at the national and local level. The adult education institutions have the possibility of functioning in accordance to the educational market. In addition, they should respond in accordance to the demands of the enterprises, public services, knowledge and skills and develop new forms of financial support to the educational programs, such as, grants and” so forth.

Conclusion:

The “field of adult education has been prevalent within the country since ancient times. Before the country achieved its independence and after the country achieved its independence, there have been formulation of programs that have the major objective of augmenting adult education. The adult education in simple words is referred to providing education to the adults. It is a multi-faceted complex problem that includes many subject and interest areas. The adults make a selection of one or more areas, which are of interest to them and which would benefit them to a major extent. The adults, who have not been enrolled in school before or who have dropped out prematurely are the ones, for whom, adult education has proven to be advantageous. Continuing education efforts are made for personal and professional growth and the adults, who are well-educated, for them opportunities are made available for depicting their skills and abilities.”

There “are three types of education, formal, informal and non-formal. The objectives of adult education are, imparting literacy of diverse types, generating awareness on various subjects and promoting functionality. The basic characteristics of adult education policy are, relevance, flexibility, efficiency and effectiveness, accessibility and sustainability. In India, the concept of adult education has acquired major significance, as it renders an important contribution in generating information among adults, particularly belonging to deprived, marginalized and economically weaker sections of the society. Through adult education, individuals are able to acquire an efficient understanding of the concepts and live their lives in an effectual manner. When the instructors are providing knowledge and information to the adults, they make use of modern and innovative teaching-learning methods and instructional strategies. As lack of literacy enables the individuals to experience number of problems and challenges. But through adult education, the individuals generate awareness and acquire information that is necessary to overcome problems and challenges.”

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