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## Historical Retrospection of Indian Adult Education

**Dr. Anand Wagh**

Associate Professor,

Department of Lifelong Learning and Extension,  
Dr. Babasaheb Ambedkar Marathwada University,  
Aurangabad (Maharashtra, India)

### Introduction:

Education is the main source of the development. The development of each and every country is depending upon the growth of the education. According to Dr. Madan Singh “Education is the creative aspect of human ideas and behaviour and until this creative aspect appears as majority our society will remain this disorganised and disrupted.” we have the tradition of education and particularly the social education is the backbone of our social life. If we retrospect our historical life, we can understand that our people were not only made literate, but well nurtured in well manner for happy and prosper society. Sant, Rishi, Munis and Gurus had made the awareness among the people through their preaching. They had given the education of morality and social responsibilities through various religious activities. It was the kind of non-formal education. But in British time, this social structure was changed and new methods for teaching appeared.

In British period, social activities were started but those activities were different than the traditional activities. British people started the night schools, colleges and universities to educate the Indian society. According to the report of hunter commission officially it was known as the ‘Indian education commission.’ It was established in 1882-83. In the same year 136 night schools were started in Mumbai, 223 in Madras and 1000 in Bengal. 3000 schools were started in Punjab. Shri Visveswaraya established public libraries also besides running 7000 literacy centres in the beginning of the century in Karnataka but these efforts were feeble.

In 1937, the real emphasis was given on the ‘Adult Education’ after the establishment of interim government. In various states the stress was given on the Adult Education. In Bihar state, education minister Dr. SayedMahmood made vast progress in adult literacy. Dr. Rajagopal Chari also took hard efforts in Madras. Jamia Milia, New Delhi also did the remarkable work in adult

literacy. However, there were some drawbacks in this moment e.g. absence of proper training of functionaries of various levels was not organised in proper manner due to lack of money. This was the position of adult literacy before the independence.

After the independence, the adequate stress was given on the community development the special emphasis was given on the adult literacy. Adult Education was incorporated in first five-year plan (1951-56). In the first five year plan the main focus was on the adult literacy. "This plan had an outlay of Rs. 153 crores for education of which Rs. 5 crore was allocated for adult education which was about 3.27 % of total education budget."

After the First five-year plan, the target of adult literacy was not satisfactory so the special emphasis was given in Second five-year plan (1956-61), 273 crore, Rs. 4 crores of this were allocated for the adult education programme which was only 1.47 percent of total budget of education.

In the Third five year plan a total of Rs. 589 crore was allocated for the education. This included Rs. 3 crore and 50 lakhs for adult education which remained only 0.59% of the total budget of the education. In this period there was the shortage of food. So, the village authorities were involved in the production of the grain. So, there was the adverse effect on the adult education programme.

Subsequent to this the Fourth five-year plan started from 1969 to 1974. The total budget for education was Rs. 783 crores. From this budget, 4 crore and 50 lakhs were only for the adult education which was only around 0.57% of the total budget of the education. The members of the education commission decided to improve the socio-economic quality of the common people. This action was useful and functional.

The Sixth five-year plan (1980-85), the total budget for education was 2530 crores. There was a provision of 224 crores for adult education which was 8.85% of the total budget.

In the Seventh five-year plan (1985-90), Eighth five-year plan (1992-97), in the Ninth five-year plan (1997-2002) and in the Tenth five-year plan (2002-2007), the budgetary provision was 7633 crores, 6.15% of total budget, 19600 crores, 9.42% of total budget, 630.4 crore, 3% of the total budget and 1250 crores for Adult Education in central sector. It formed 2.9% of the total outlay of Rs. 43825 crores for education.

Apart from these efforts the 'Gram Shikshan Mohim' was implemented. In Satara district in 1959, it was started and then extended in 25 districts of the Maharashtra. Through this movement 10 lakh adults of the age 14 years and above were made literate. It clearly increased the literacy rate in Maharashtra. The literacy rate there was 34.2%, in 1961 which became 44.9% in 1971.

After that Farmers functional literacy scheme was launched in 1967-68. Three government departments were collaborated for this project e.g. Education, Agriculture and Information. The

department of Education was handed over the responsibility of functional literacy, Department of agricultural undertook the work of farmers training. Information department had the responsibility of agricultural extension. This programme was evaluated by Shri J. C. Mathur in 1977-78, who was the chairman of evaluated committee.

In the year 1975-76, a non-formal education programme was launched for youths and adults. It was providing the need-based education to the poor people among the society. This programme was implemented through hundred centres in selected districts. Till 1977-78, sixty districts were covered under this programme.

The Government of India, through the education department, the Adult education programmes is promoting from the year 1953-54 through the voluntary agencies. The policy statement on Adult Education was given a final shape within a period of two years e.g. 1977-79.

Thereafter 'National Adult Education Programme' (NAEP) launched on 2<sup>nd</sup> October, 1978. In such a way after the independence an Indian government tried to eradicate the illiteracy.

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