



INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES AND INTERDISCIPLINARY STUDIES

(Peer-reviewed, Refereed, Indexed & Open Access Journal)

DOI : 03.2021-11278686

ISSN : 2582-8568

IMPACT FACTOR : 6.865 (SJIF 2023)

Historical retrospection of National Adult Education Programme

Abhishek Anandrao Wagh

Research Student,

Department of History,

Dr. Babasaheb Ambedkar Marathwada University,

Aurangabad (Maharashtra, India)

DOI No. **03.2021-11278686**

DOI Link :: <https://doi-ds.org/doi/10.2023-67751673/IRJHIS2304018>

Introduction:

Education is the backbone of human life. Elementary education plays a vital role in mass education. It opens up a vast window of so many opportunities. It is a big instrument of social change. It is also a key of development. The quality of life is depending upon the quality of education. We have a long historical background of education and adult education. Taxila and Nalanda were world famous universities in ancient time.

British people started the night schools and prison schools for the illiterate people. In the beginning of the 20th century, the worlds largest number of adult illiterates in the age group of 15 years and above (296 million) which would be even more than the total number of adult illiterates we have today.

Illiteracy was the main challenge for us before the independence and after the independence. Majority portion of the population was illiterate can not read or write is one of the major constraints to national development. According to P. K. Patnaik, “the 245 million illiterates in the country over 15 years of age, approximately 110 million are estimated to be in the productive age group of 15 to 35. Near above 60% workers were illiterate and unskilled.” So, the quality of the country’s human resource was very poor. Literacy was essential for the effective participation of the people in the fast development process.

After an independence, our new government focused on the literacy. Adult Education programme was included in the five-year plan with budgetary provision. Our first education minister Abul Maulana Azad took the literacy classes in Delhi.

In this connection National Adult Education programme (NAEP) was launched by the central government. Tremendous efforts were made for the success of National Adult Education programme.

Making people literate and improving the living standard was the main aim of this movement. Majority people were disadvantaged in the rural and urban slum areas. Their problems were unsolved so they were backward and depressed. 75% population was far away from the basic needs and requirements i.e., health, nutrition, housing, education and social development. Five-year plans were not successful though the investment was tremendous, obstacle was only illiteracy.

Dr. Zakir Husain made a great contribution to the Adult Education as he did to the other facets of education, by linking it with national life. Adult Education programme was for the development of men and women, to which goal social education is directed. The rural major population was neglected by the mass education. The neglect leads great losses individually and socially. Adult Education is more than education for literacy, its frontiers go beyond remedial education.

Adult Education plays a major role on the improvement of personal and social living and occupational capabilities. It is a practical based education. Non-formal education identifies the felt needs and reverse the local culture. It is related to the occupation and profession. Thus, it is a part rural reconstruction to change the social and economical face of the rural people.

Speaking, Reading, Writing and Numeracy, all these are the main components of the literacy. Each and every component is very important but reading and speaking are more important than the other components. Regular use and practice can maintain the literacy. So, literacy must be a part of our work.

Functional Literacy:

UNESCO thinks that essential elements of functional literacy are that literacy programmes.

1. Are connected to economic and social development plans.
2. Eradication of illiteracy of the deprived people.
3. Related to the economic activities.
4. Not only related to the reading and writing but also related to professional and technical knowledge.
5. To make literacy is an integral part of education system.
6. To make bridge between literacy and financial needs.

UNESCO expects that a person should be literate when he would acquire the essential knowledge and skills which would help him to engage in all the constructive activities. Functional literacy is not only important for the men but also for women because 81% population of the women in India was illiterate in 1947. Therefore, in planning Adult Education programmes for women, we made them conscious of their rights and responsibilities.

In short literacy aims to make adults better able to understand the world around them. Mahatma Gandhi said about the literacy that, “Adult Education neither begins nor ends with literacy

and literacy must come as the response to the inner urge of the people to learn.” He further said that, “the best way to bring literacy to the people was to make the programme life centred”.

The NAEP was launched on 2nd October 1978. It includes ‘Functional Literacy’, ‘Non-Formal education programmes of the education departments’, ‘Social education of the Community Development programmes’, ‘Programmes of Voluntary organizations’, ‘University and colleges through NSS and CSS’ and the Functional Literacy programme of the nationwide. Integrated Child Development Services (ICDS) project have been launched to wage a united war against the illiteracy of specific target groups. Thus, NAEP fostered a planned movement of Adult Education.

REFERENCES:

1. Amala Annie P., Anupama P. and Bhaskara Rao D., “History of Education,” Discovery Publishing House, New Delhi, Second Edition-2007.
2. Aspin David N. and Chapman Judith D., “Values Education and Lifelong Learning,” Springer Publication, AA Dordrecht, The Netherlands, 2007.
3. Bandyopadhyay Bimal Kumar, “Literacy- The Core of Education for All,” Rajat Publications, New Delhi, 2008.
4. Chatterjee Ajoy, “Adult Education and Rural Development,” Commonwealth Publishers, New Delhi, 2008.
5. Dash B.N. and Dash Nibedita, “Educational Measurement Statistics and Guidance Services,” Dominant Publishers and Distributors, New Delhi, 2003.
6. Dutta S. C., “From Literacy to Liberation,” Published by Indian Adult Education Association, New Delhi, 1986.
7. Dutta S. C., “History of Adult Education in India,” Published by Indian Adult Education Association, New Delhi, 1986.
8. Kumar, “Social Demography and Population Studies,” Lakshmi Narain Agarwal Educational Publishers, Agra, 1992.
9. Kundu C. L. and Tutoo D. N., “Educational Psychology,” Sterling Publishers PVT. LTD., New Delhi, Eleventh Reprint 2005.
10. Pillai Sivadasan K., “Continuing Education Through Colleges,” Perfect Printers, Trivandrum, 1987.
11. Reddy Adivi A., “Extension Education,” Sree Lakshmi Press, Bapatla, Seventh Edition-2001.
12. Saxena Swaroop N. R., “Education in Emerging Society,” Surya Publication, Meerut, 2005.
13. Shah S.Y., “Studies in Indian Adult Education,” Published by Indian Adult Education Association, New Delhi, 1999.
14. Sharma Ram Nath and Sharma Rajendra K., “Problems of Education in India,” Atlantic Publishers, New Delhi, 2004.

15. Singhi Narendra K., "Education and Social Change," Rawat Publications, Jaipur, 1979.
16. Taneja V.R., "Educational Thought and Practice," Sterling Publishers PVT. LTD., New Delhi, Fourteenth Reprint 2005.

