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CHAPTER - VI

PART-A: A CRITICAL APPROACH

PART-B: SUGGESTIONS FOR SOLVING THE  
PROBLEMS OF ADULT EDUCATION AT  
INTERNATIONAL LEVEL

PART-C: SCOPE FOR FURTHER RESEARCH

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### A Critical Approach

It was envisaged in outline of the National Adult Education Programme (1978) that:

This is the first time that the Government has launched a well-conceived and ambitious programme of adult education. Such a programme of vital national concern of the massive magnitude calls for the support of a large variety of the people - social workers, perspective planners, system analysts, management experts, inter-disciplinary academists, etc. Planning should take place at different levels - right from the grassroot organisations to the apex authority, like the Government of India. Success of such a programme, not infrequently, depends on the commitment, conviction and telemachsean earnestness of people involved in it.

The National Adult Education Programme, through its wide network of programmes, can make the illiterate adults involve themselves in various development programmes and can make them aware of possibilities and vistas of their own socio-economic renaissance, which are in consonance with the changing concept of the development.

Mass media - films, television, radio, newspapers and publicity papers, etc., if properly organised in their programmes and strategies, are well-conceived and have high

order of coordination, can substantially contribute to the success of the adult education programme.

The curriculum is to be designed on the basis of the hard facts and realities of the people to be made literate, i.e., relevance of curriculum is to be assiduously taken care of. The instructional materials are required to be prepared with greatest possible care and ingenuity to make the teaching-learning process as an enlivened and joyous experiences.

The magnitude and epic-dimensions of the adult education programme requires a swelling army of personnel of right calibre and qualities armoured with necessary skills, techniques and trainings. The organising training programmes calls for coordinated efforts of national, State, district and block levels agencies and functionaries.

The adult education programme is envisaged to be a mass movement. The youth and students of the Universities breaking the seclusion that stands between them and the larger community are to spearhead such a silent revolution. The University system, with its enthusiastic youth-force, can involve itself in this massive programme. Preparedness and continued flush of enthusiasm are discernible in the University organisations and programmes.

But the net result was far from the satisfaction. After careful investigation of the programming at different centres, it was found that the need based programme in the policy statement was not represented with the economic and individual development. The economic benefits were working only as incentive in making their life situations happier. The illiterates, however, participated to develop new skills or to promote existing abilities. Most of the important areas of the adult education were neglected by almost all the agencies, except few who had left very little impact upon learners. These were the reasons, why illiterate have dropped out before completing the programme's tenure. The attenders of the programme were basically from the poor sections of the society, nevertheless, they wanted to increase their income by supplementary activities.

The illiterate learners usually became tired after whole day work. They had little time to attend the programme. They felt a sense of hurry, as well as decline in learning capacity. They were usually impatient in nature. They wanted immediate benefits. In these circumstances, the programme had to run. Some agencies have demonstrated successful attempts to have better adult education programme at certain and very few centres, but these do not seem to be an indication to have the movement success at large scale to cover the entire operational fields.

No continuous and sustained efforts were made to make them aware of the different programming. Non-availability of poster, chart, wall paper and no personal contact by the functionaries were observed, which would have been maximized the programme.

No proper environment was created to ensure the adults that the programme was for their benefits. Most of the learners were compelled to think from the previous governmental programmes that this programme would be of the kind, which would not solve the problems of ours. No strong, persistent and expansive motivation were applied so far at most of the centres of programming. Unsatisfactory physical facilities, unskilled teaching and unsympathetic attitude of functionaries had contributed, to some extent, not to allow learners in the programming. No proper support, from all corners, were organised systematically in awakening the interests by explaining the advantage of the programme to the learners.

The adults of various castes and economic levels were involved in their daily routine work till midnight. There was no particular time for most of the learners to present themselves at the centre. The field agencies and technical experts of various developmental departments did not approve the time to reach at the centre, which was suitable for the learners. The various developmental functionaries did not

keep in mind, when they were approached, they could keep free to attend the programme, which might have directly hit the better performance of the programme.

Instruction was provided in standard language, which was not understandable by most of the learners. Commonly used language was Bhojpuri. Instructional techniques also affected the learning.

The content of the learning was confined to the literacy only. Immediate needs of the learners were not taken cognizance of by the programme, while systematising the various activities. Careful attention was needed, while enlisting the various needs of the learners through survey techniques, which were avoided.

Competent instructors were found absent at most of the centres. At most of the centres, unemployed B.T.C. passed youths were acting as instructors. They were neither competent, not committed to act as resource persons. The administrative functionaries were engaged to encounter attack from the subordinate functionaries.

Most of the learning materials, provided at the various centres, were written above the comprehension and understanding level of the common clientele.

The vocabulary, in common usage by a particular type of group, could be included, which were found absent. The training programme, which was organised to different functionaries, could not make them knowledgeable person to perform the activities adequately and efficiently.

The field agencies of various developmental departments and voluntary organisations neither took the responsibility of organising the adult education programme, nor mobilised the local resources, which were available with them.

There were no provision to allow the adults for further education. Only voluntary agency made the provision at its centres for continuous gaining of functional literacy.

Suggestions for Solving Problems of Adult Education at the International Level

There are different ways to help each other directly and through internal organization to continue the efforts of adult education programme in more effective manner. The different aspects of this new field have much to learn and to learn together. The admitted truth is that no individual, country or international agency is equipped at the moment to render or to use such help, efficiently and effectively on a required massive scale. Thus, the first priority should be given as possible to get equipped with all the services, methods and knowledges to move forward in this field of nonformal mode of learning.

Developing countries should have a small forum of broad based visioned and analytically minded people; able to consider adult education programme and its provinces in wider angle in the context of the development of the country. Until developing countries have not installed such a forum, they would be severally affected in both offering and receiving helps. It is the need of the hour that developing countries and internal agencies, working in the field, should join with their hand to meet the needs and problems of the severally destitute people.

Academician, perspective planner, eminent educationist, curriculum expert, method and material specialist, training



expert of the developing countries and internal agencies should come altogether. This forum can assemble periodically in different developing countries to study the situations and finding ways and means to remove the problems, could provide valuable guidance.

This will lead to prepare and disseminate a series of different periodical booklets. Each booklet would have actual experiences on adult education programme, objectively presenting the merits and demerits.

This reporting booklet would be prepared by the joint efforts of several international agencies, working in the field in collaboration with different developing countries.

This type of constituted unique forum of its kind will work as a facilitator to exchange ideas and experiences to the mutual advantage, where the same problem is facing by the different countries and will attack more vigorously and effectively on the common problems by precisely, definitely, well tasted and perfect techniques.

### Scope For Further Research

From pragmatic point of view in this field, researches may be of applied and action type. This does not mean that pure researches are to be discouraged. Further, rather pure researches can form the theories of education and become guidelines for practical aspects of adult education. The studies, conducted so far in the field of adult education, have not contributed much to the field of knowledge in terms of theory on the one hand and on the other, very little to its application, as research work done has been negligible. To meet the present demands of adult education at national level, there is a dire need for conducting comprehensive studies, which may cover different aspects of it.

Since the present investigation is an attempt to explore a new field, there is a scope for an immense amount of pioneering work. Though the study has raised thought provoking questions, which require for the research, a few major aspects of researches needed at current stage are mentioned as following:

- (1) The role of mass media in adult education programme.
- (2) Innovated practices of nonformal education in India.
- (3) Role of the various agencies in adult education.
- (4) Need based programme for adult education in India.

- (5) An investigation to study the evaluation of adult education programmes in the rural areas of India.
- (6) Problems of adult education programme in India.
- (7) New agencies to coordinate and articulate educational efforts in adult education programmes.
- (8) Development of skills ~~and~~<sup>of</sup> learners through adult education programme.
- (9) The practical implementation of adult education for the various age-groups.
- (10) Training in employable skills.
- (11) Use of community resources.
- (12) Studies of the relationship between social change and adult education, including the effects of migration, urbanisation and industrialization.
- (13) Conducting case studies about the needs and problems of different communities and to survey the resources available in the community for better organisation of programmes.
- (14) Developing need based curriculum on the basis of the findings of the case studies.
- (15) Making descriptive survey of existing facilities.
- (16) Detailed studies of efficacy of different teaching methods.
- (17) Studies of the organisation and administration of particular adult education programmes at grassroot level and their effectiveness.

- (18) Longitudinal studies of the effectiveness of the different programmes.
- (19) Controlled experiments with different media and to see their effectiveness<sup>in</sup> developing and implementing curriculum for adult education instructors through nonformal means on one hand and on the other hand, developing and trying out the curriculum for teacher trainees at teacher training institutes, who are supported to carry out instructions for adults as outside school activities.

Considering the importance of researches in the field of adult education, at present, both large scale and small scale efforts are to be made through several agencies, like Department of Education at University level, Directorate of Nonformal (Adult) Education and State resource centres at international, national, state levels, so that the studies can be conducted in the above mentioned area. As stated earlier at the preliminary stage, there is a need to conduct several case studies, taking each community or cluster of communities as unit of studies, which would be directing the planners and organisers to develop need based curriculum for the communities. On the other hand, such type of studies would be of immense use for planning, organization and implementation of educational programmes at grassroot level.