

A STUDY ON ADULT EDUCATION AND LIFE LONG LEARNING IN INDIAN CONTEXT

Dr. Rajesh Kumar Pandey

Student MA (Education) 1st Year, SODL - SPPU, Pune

Study Centre – SSR College of ACS, Silvassa

Associate Professor, SSR IMR, Silvassa

ABSTRACT:

Gandhiji said about Education that when Culture gets detached from People it becomes just Literacy, however When Literacy gets attached to culture is becomes EDUCATION. Education for the citizens is essential and the same doesn't need a proof. Learning is a process and being learner requires focus on several ways. Learning & getting educated requires intent to march towards attaining self-reliance and holiness. There are various ways of adopting learning culture. Learning is priority and an important segment of life. It runs across the life and hence Lifelong learning (LLL) fundamental applies to the citizens where by all need to seek education throughout life and not restrict to formal education of School / College. NEP 2020 has further promoted the concept of Adult Education & LLL.

This article attempts to extend the platform & integration of deliberation upon Adult Education & Life Long Learning. The Authors aims to understand the concept of the Adult Learning & Life Long learning in Indian Context. It further aims to Study the implications of the Adult Education & Life Long learning with special reference to Indian Education System & NEP 2020 and present the scope of development for Adult Education & Life Long learning through the NEP 2020. It is a conceptual article attempted by collecting data though the secondary sources. The Scope of the study encapsulates the development of literature for further reference in the discipline of Education with special reference to Adult Education & Life Long Learning. The Author extends views on account of the Self-observation and available literature; hence the inferences presented will be indicative in nature and not exhaustive. Education and Human Being's development are interdependent. Education has the enormous potential for developing opportunities in society and enhances the decision-making capacity of citizens.



Global Online Electronic International Research Journal's licensed Based on a work at <http://www.goeiirj.com>

Key Words : Education, Higher Education, Adult Education, Life Long Learning

INTRODUCTION :

“Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.”

- Henry Ford

Learning has always been the priority of the society, may it be a structured learning that gets disseminated at the Educational Institutions or be it Experiential learning that one gathers through social acquaintance and professional alignment. Truly the learning has no age bar; however it is important to define learning. Is this, knowing something? Is it curriculum based only? Does it have link to only professional alignment? OR Does it have a free zone space open to all? Well, Learning is like breathing, we all know it is essential but while exercising we concentrate on breathing exercises, that doesn't mean when we don't exercise we don't breath. It's the same phenomena, one gathers learning from structured medium & concentrates on the same while the learning keeps on syncing the mind through all situational acquaintances. Post the Formal Education, one enters the Professional life and learns through the Organisational Culture & peer learning approach. Hence a person must keep adding to their learning quotient through several such Massive Open Online Courses (MOOCs) available today and through various other means. That eventually means Life Long Learning.

Educational need doesn't stop and neither that they are dependent on age. The Government also has attempted to module the Adult Education stream. Adult Education refers to the arrangement of educational options to those adults, who have may have lost the opportunity to seek education and have crossed the required age of formal education, however they now intend to learn. Such avenues could be including literacy, basic education, skill development (Vocational Education) and Continuing Education. A person to demonstrate best of the citizen values in the society requires proper education. Hence focusing on the Adult Education is very imperative. Knowledge society experiences different models of Learning. It can be institutional based or experiential based. Lifelong learning implies to the dissemination of learning opportunities throughout the lifetime; the Knowledge Society implies that these opportunities should be available to all and occur in all areas of society, from the school and college to the home, the community and the workplace. The benefits of the Adult Education and Life Long learning signals it to an imperative aspect for all in the society. Learning is constant need and this is not just true for organisations & Institutions but also for Individuals.

OBJECTIVES OF THE STUDY:

The Author has considered the following objectives for the study:

- i. To understand the concept of the Adult Education & Life Long learning in Indian Context.
- ii. To Study the implications of the Adult Education & Life Long learning with special

reference to Indian Education System & NEP 2020.

- iii. To present the scope of development for Adult Education & Life Long learning through the NEP 2020.

RESEARCH METHODOLOGY & PROCESS :

A study on Adult Learning & Life Long learning in Indian context is a conceptual article attempted by collecting data through the secondary sources. The Author aims to understand the concept of the Adult Education & Life Long learning in Indian Context. The article further aims to study the implications of the Adult Education & Life Long learning with special reference to Indian Education System and present the scope of development for Adult Education & Life Long learning through the NEP 2020. The Scope of the study encapsulates the development of literature for further reference in the discipline of Education with special reference to Adult Education & Life Long Learning. The Author extends views on account of the Self-observation and available literature, hence the inferences presented will be indicative in nature and not exhaustive.

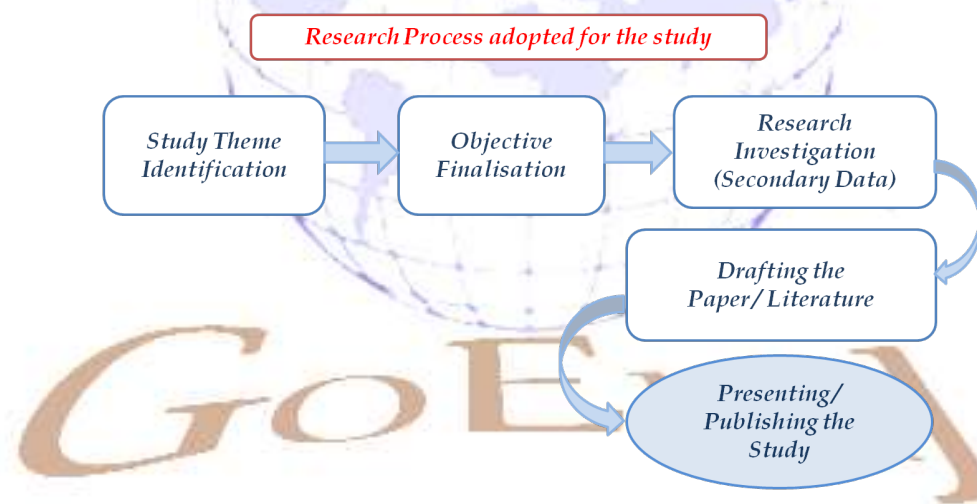


Fig. 1: Research Process adopted for the study

Source: Author's Study

ADULT EDUCATION : Perspective & Significance

Every nation has diverse population and the status of Literacy differs from nation to nation. In India the Literacy campaign have been on the front seats through our Five-year Plans, other Government schemes and policies. However, it is witnessed that many a times Individuals either deprived of good economic background or potentially improper family background miss out on the formal education. Hence the arrangement to cater the needs of education of these Individuals who have missed out on the formal education is referred as the Adult Education provisions. The Perspective of Adult Education is to provide educational options & opportunities so that deprived lot

or say the people who could not get formal education, also find opportunity to get educated.

Swami Vivekananda in the 19th century was one among leading proponent of the Adult Education, he believed that Education is beyond the divide of languages. The major objective of adult education is to enhance the rate of literate & aim to make every person literate. Providing practical knowledge of reading, writing and arithmetic etc. all such and many more avenues make a person educated. Various NGOs have supported the momentum and Adult Education is a big reality in Indian Context. The Night Schools, the Slum people Education etc. are very visible outcomes of the rationale behind significance of adult education in the society. Adult Education is more of a spirit of social service rather involving commercial transaction. The avenue of Adult Education further supports the society to get equipped with better citizens with enhanced moral values. This eventually leads to economic development of the society, reduction in the crime rate, better moral characters etc. Adult education is self-directed approach however the same gets ignited with the support of the informal agencies in the ecosystem.

Exhibit: 1- National Adult Education Programme (NAEP)

2nd Oct. 1978 Government launched the NAEP with following key objectives:

- *Promotion of Literacy*
- *Creation of Awareness*
- *Raising functional capabilities*
- *Duration – Adult Education centres*
- *Training Various adult education functionaries*
- *Essential Agencies – School Teacher & Students, Field level governing bodies, voluntary social workers*
- *Post Literacy – Follow up activities*

Source: Agrawal, K., Sehrawat, R. & Mathur, A (2020) – SODL, SPPU, Pune

LIFE LONG LEARNING (LLL): Fundamental & Implication

Learning certainly is impactful as it influences the life and it is very significant as it is valuable asset. The Year 1970 was declared as the International Education Year by UNESCO, the aim being focus on Life Long Education. That eventually gave the massive focus on LLL. It was a Universal thought that learning is a life-long process rather than a child-centred and adolescent-centred one (Parkyn, 1973). Lifelong learning is of key importance for individuals of all ages and holds an array of benefits for them and society. It promotes their full economic and societal participation, enables them to be better informed and more active citizens, contributes to their personal well being and fulfilment, supports their creativity and innovation, and increases their efficiency as workers or volunteers.

The concept of lifelong learning was developed in the 1970's, and exists today in the context of a cultural and societal shift to a knowledge-based and rapidly-changing economy. The demand for lifelong learning comes from three main sources:

- An increasing number of better educated adults who require continuous learning opportunities.
- A large population of people who lack minimal qualifications needed for qualified work.
- For participation in civic and cultural life and the economy, i.e. the private sector, which operates in environments where markets, technology, work organization and hence skill requirements are frequently changing.

The concept of lifelong learning is based on the premise that people learn throughout all phases of their lives. Lifelong learning has four main characteristics i.e., *occurs throughout a person's life across a learning continuum, involves both learning and education. Occurs across a spectrum of formal and informal setting and involves civic engagement and community involvement with the goal of building stronger communities* (OCF, 2007). Lifelong learning has a measurable impact on people's lives. There are three main areas that substantiate this measurable impact: *the economic impact, the impact on individual well-being, and the impact on the wider community.* (Field, 2012)

Lifelong learning exists today in the context of a cultural and societal shift to a knowledge-based, technology-focused, and rapidly-changing economy. This has impact on the working class of the nation where the key requirement today is a higher emphasis on formal education to gain the knowledge necessary to work, and a growing need for acquiring higher education to meet competition. Lifelong learning is based on the basic premise that people learn throughout all phases of their lives, from learning to walk and talk, to learning to read in formal schooling, to learning about current events from the newspaper and interactions with colleagues. While the concept that learning occurs over one's lifespan is simple to grasp, a specific and clear definition of lifelong learning is elusive. The concept of lifelong learning is incredibly broad, encompassing learning at different ages and in a wide variety of settings (OCF, 2007).

ADULT EDUCATION & LIFE LONG LEARNING : Execution

The Nation experiences a huge population; the same stands out to be strength & a relative weakness as well at times. However Human force being considered as Asset, there is no harm in considering the mammoth population as strength and work behind developing the same. Education is one such parameter that adds to the development quotient. Census 2011 recorded overall literacy rate in India at 72.98% (male: 80.88%, female: 64.63%) against census 2001 with literacy rate of 64.84% (Male:75.26% and Female: 53.67%). (https://dsel.education.gov.in/adult_education). Education

significantly establishes societal recognition and builds career. Education supports development of will power and increases confidence. Education & Learning is essential throughout the life. It is impactful and significant for the society at large. While seeking Education may refer to Formal Education however learning is continuous and beyond the formal arrangement. The Adult Education & Life Long Learning requires adequate execution.

The Execution shall have inclusion of both Public & Government. To support the Life Long Learning aspects the Government has executed programmes like SWAYAM platform with a range of education partners delivering the gamut of Courses that anyone can access beyond the age bar. Similar such efforts shall support the masses in their Learning approach. The NGOs have done a fantastic job in creating the momentum of Adult Education. In General NGOs like CRY, Oxfam India, Pratham etc. have done a wonderful job in uplifting the Education for the needy. Developing the Slums, promoting the essence of Education, extending financial assistance and supporting with food & other necessities etc. altogether constitutes towards developing a mindset of progress. The inclusion of Education in the services of NGOs adds the value in personality development of the needy in the society. Be it Life Long Learning or be it the Adult education, the administrative support and the will power of the people at large shall make the momentum a big success.

RECOMENDARY MODEL:

The Author contributes the following model that demonstrates the need for Life Long learning (LLL) & Adult Education and the avenues to fulfil the same.

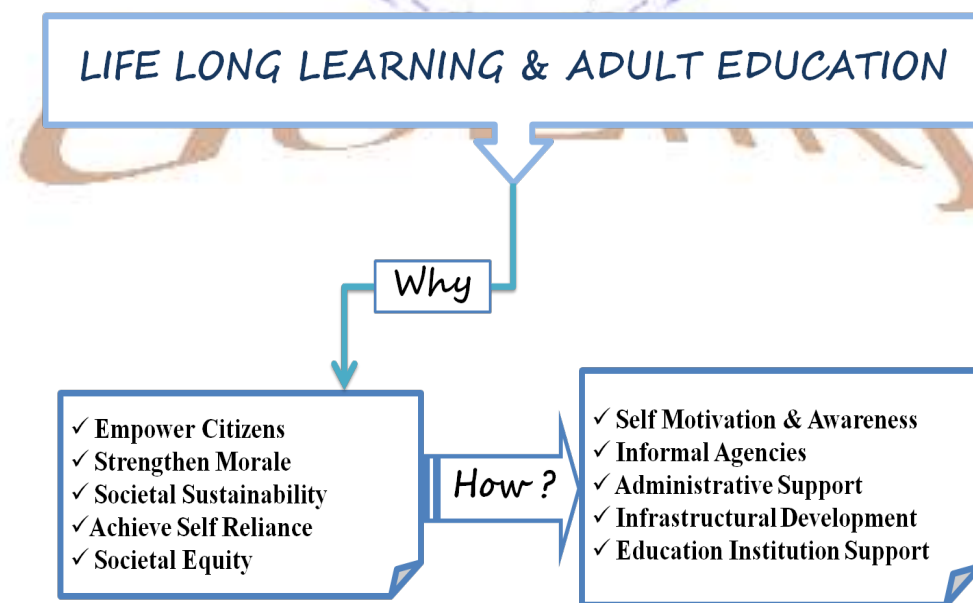


Fig. 2: LLL & Adult Education: Why & How Model

Source: Author's Contribution

The Author emphasises through this Model that understanding Why do we need Adult Education & Life Long learning is very imperative. Once we understand the need then implementing the solutions or the way out becomes feasible. The Author proposes that Adult Education & Life Long learning is need to Empower Citizens, Strengthen Morale of the People at large, achieve societal sustainability, Achieve Self-Reliance and attain Societal Equity. All these is possible through Self-Motivation & Awareness, Support of the Informal Agencies for Education, Administrative support, Infrastructural development including the ICT Features at school and Educational Institution Support. The crux of success for Adult Education & Life Long learning lies in the understanding of its need and the way-out.

CONCLUSION:

Learning and Education are the two strong segments of Lifelong learning. Learning here refers to conscious effort towards tackling the intellectual, social, and societal changes faced by every individual. Education refers to a process of achieving & accomplishing personal, professional, and social development goals. As part of the Life Long learning concept knowing self & knowing others while socialising with others and being a good decision maker does support the momentum a long way. The Article concludes that the Adult Education and Life Long learning essentially develops the society at large. The Agencies involved in the progression Adult Education and Life Long learning are worthy of appreciation. The Articles presents a recommendary model with the approach of first understanding why do we require Adult Education & Life Long learning and then avenues to get the same accomplished. Adult Education and Life Long learning at one end is a very Noble approach, to the other end it has a strong intention to contribute in the development of the Economy while creating an intellectual balance in Society.

References:

- Agrawal, K. S. (2020). *Inclusive Education & Lifelong Learning & NGO*. Noida: SODL, SPPU, Pune.
- Britt, M. H. (2004). *The Role of Libraries in Lifelong Learning*. IFLA Project.
- Field, J. (2012). Is lifelong learning making a difference? *Springer*.
- Government. (2022, September 20). https://dsel.education.gov.in/adult_education. Retrieved 2022, from <https://dsel.education.gov.in>: https://dsel.education.gov.in/adult_education
- Kaur, R. &. (2018). Impact of Life Skills Education in Teaching and Learning Process. *University News*, Vol 55, No. 09.
- OCF. (2007). *Report on Lifelong Learning*. Oregon Community Foundation (OCF).
- Parkyn, G. W. (1973). *Towards a conceptual model of life-long education*. Paris: UNESCO Workshop.