



Centre for Distance and Online Education Punjabi University, Patiala

Class : M.A. II (Education)

Semester : 3

Paper : IV (Opt.II) (Adult Education)

Unit : 1

Medium : English

Lesson No.

- 1.1 : Adult Education : Meaning & Objectives
- 1.2 : Importance of Adult Education from the Economic, Social and Political Development of Community.
- 1.3 : Adult Literacy : Concept, Scope and Importance, Functional Literacy
- 1.4 : Continuing Education, Principles of Curriculum development for adults

Department website : www.pbidde.org

PAPER IV
Option (ii): ADULT EDUCATION

Subject code: EDUM2304T (ii)

Max Marks: 100
External: 70 marks
Internal: 30 marks

(A) COURSE OUTCOMES:

On completion of this course, the students will be able to:

- Understand the concept and content of about literacy and adult education.
- Organize and conduct of literacy centre/ continuing education centre in a village.
- Apply various methods of adult education and evaluation of adult learning.
- Understand the principles of adult psychology with special reference to illiterate groups.
- Understand the need and importance of adult education in national development.
- Understand the genesis of literacy movement in developing countries.

(B) SYLLABUS

SECTION - A

Adult Education: Objectives, need and importance of Adult Education in the context of social, economic and political development of community, Concept, importance & Scope of adult literacy, functional literacy, continuing education, Principles of curriculum development for adults.

SECTION - B

Curriculum of adult education, Andragogy: meaning and concept, implication for adult learning, Principles of adult learning, Current status of literacy in India with special reference to Punjab, Administrative structure and organization of adult education programmes.

(C) Recommended Books

Bordia, A., Kidd, J. R., & Draper, J. (1971). *Adult Education in India-A Book of Reading*. New Delhi: IAEA.

Centre for Research in Rural and Industrial Development (1989). *Adult Education Programme in Punjab*. Chandigarh.

Chandra, A., & Shah, A. (1987). *Non-Formal Education for All*. New Delhi: Sterling Publishers Pvt. Ltd.

Grewal, J. K. (1991). A Study of Adult and Non Formal Education in Punjab. *Unpublished Ph.D. Thesis*, Patiala, Punjabi University.

Gupta, N. R. (1971). *Manual for Adult Literacy Teachers*. New Delhi, Indian Adult Education Association.

- Indian Adult Education Association (1980). *Hand book for Adult Education Instructors*. New Delhi.
- Kundu, C. L. (1984). *Adult Education: Principles, Practices & Prospectus*. New Delhi: Sterling Publisher Pvt. Ltd.
- Mohanty, B. B. (1989). *Adult Education: Some Reflections*. New Delhi: Indian Adult Education Association.
- Rahi, A. L. (1996). *Adult Education: Policies and Programmes*. Ambala Cantt: The Indian Publications.
- Sarat, N. H., & Chandra, G. P. (2020). *Adult, Continuing and Extension Education At a glance*. New Delhi: Daya Publishing House.
- Sharma, T. R. (1981). *Balag Vidya te Rashtriya Balag vidya Programme*. Chandigarh: Punjab State University TextBook Borad.
- Yadav, R. S. (2002). *Adult Education-Concept Theory and Practice*. Ambala Cantt, The Associated Publishers.

ONLINE RESOURCES

- <https://egyankosh.ac.in/bitstream/123456789/9163/1/Unit-1.pdf>
- https://www.umsl.edu/~henschkej/articles/a_The_%20Modern_Practice_of_Adult_Education.pdf
- <https://www.pdfdrive.com/adult-education-books.html>
- <https://core.ac.uk/download/pdf/144519262.pdf>
- https://niti.gov.in/planningcommission.gov.in/docs/aboutus/committee/strgrp/stgp_elmedu.pdf

(D) EVALUATION

External Examination	70 Marks
Time	3 Hrs
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

Adult Education : Meaning & Objectives

STRUCTURE

- 1.1 Objectives
- 1.2 Introduction
- 1.3 Meaning and concept of Adult Education
- 1.4 Objectives of Adult Education
- 1.5 Summary
- 1.6 Key Concept
- 1.7 Suggested Questions
- 1.8 Self Check Exercise
- 1.9 Suggested Books

1.1 Objectives

After reading this lesson students will be able to:

- Understand meaning of curriculum
- Elaborate importance of curriculum
- Discuss important components of curriculum
- Comprehend the meaning of adult learning

1.2 Introduction

Adult education aims to train individuals for fruitful participation in different units collectively to get significant experiences for adults. As we know diversity makes life interesting than conformity so when adults participate actively in different affairs through curriculum, it stimulates for their intellectual growth.

1.3 Meaning and concept of Adult Education

AN ADULT

It is very difficult to arrive at a definition which can conveniently be used to explain as to who is an adult. Not only in different societies, but it is used for different types of age groups in the same society for different purposes i.e. for marriage, voting, education, nation provision etc. In psychological terms one beyond the age of adolescence is termed as an adult. The age of adolescence also

differs in both sexes i.e. boys and girls, for different areas, with different socio-economic and ethnic groups. But it is very difficult to fix up the age when the adolescence process starts which further makes it difficult to fix up the date of adulthood too. Different countries in the world have coined different age groups for adults in accordance with their needs and convenience. For example the age of voting is also linked with adulthood. This too not only differs with different countries, but with different concepts in the same country. A few years ago the voting age was 21 years in India, but it has now been lowered down to 18 years. It is thus also not constant in the same country for all the times to come. In the same way term adult means different types of persons for different societies, for different purposes in the same society depending upon the needs resources and purpose of the social set up.

In India, an adult for the purpose of adult education is a person between the age group 15-35. It has been used perhaps keeping in view the educational pattern and social needs of the society. In India universal compulsory and free education is granted by the constitution between the age group of 6-14. During this age every body will be provided educational facilities by the State so the lower age of 15 has been kept for the adult education programme. However, the fact remains that inspite of the constitutional guarantee to provide primary universal, compulsory and free education. On the higher side a delimiting to the age group of 35 is perhaps based on the logic that the older people will either be weeded out or be roped into the programme of their own or will not like to sit in the classes of younger ones i.e. will be difficult to let provided adult education facilities. So for the purpose of adult education the age group between 15-35 is covered by the society in India. This age group can differ with different countries. For example in developed society the emphasis is also on the superannuated groups as to how

they will be able to spend their leisure so painfully earned by them for their welfare in old age. They also call it life-long education.

Adult education has been changing its nomenclature in different societies. At times, it has been called adult literacy, life long education, continuing education, further education, community education and social education, too. It will be out of place to go in to the minute distinction of those concepts in this lesson. However, its distinction with social education will be of significant importance in Indian context, Maulana Abul Kalam Azad was the first to apply this concept of social education to adult education. Both has much ground which is common with each other. In his words : "The aim of social education should be not merely to make the people literate, social education should be such as can be helpful in enabling the citizens to perform their duty in a democratic society. Social education should impart them such literacy as can give them the knowledge of the whole world. It should enable every individual to develop five qualities for adjusting himself to social environment. " The five qualities were literacy, extension service, general education, leadership training and social consciousness.

However, with the passing of time the area under the social education programme went to increased and it embraced all which makes one ready for the social change i.e. social organisation, family living, health and hygiene, educational work and recreation. In the same way with the passing of time the concept of adult education has also been broadening and has embraced all these areas of social education into its own grip. The result is that now the adult education programme not only includes, all the aspects of social education, but many more areas also. The old distinction that adult education was to provide the education between the age of 6-14, and that social education included many more things does not hold good. Now Adult Education Programme includes all what was the concept has to cover the education organised out of school for the groups who have either been deprived of the basic education facilities or for those who want to enhance their vocational career, or for those who want to learn to utilise or spent their leisure time, for this who want to enhance their employment status or for those who are not so conveniently placed that they can join regular institutions of learning, or for those who because of one reason or other are not in a position to increase their own educational status in the institutions of learning or for those who want to improve upon their one type of skill or the other and also for those who are superannuated and want to learn how spend their leisure time in a better way. In nut shell, it includes now multidimensional groups, multifarious activities and multi-prolonged education activities of different groups.

Adult Education, broadly speaking, means all such educational programmes and activities that lay outside the formal system of full time education and help adults to be aware and make use of the possibilities of their personal growth and development and of the potential enrichment of their social and collective life.

Concept of Adult Education

Adult education does not mean the same thing for all the human beings in the societies of the world. At the same time, it also does not mean to be the same concept for all the times in the same society. In all those countries where illiteracy is in abundance the term adult education means the ability to sign rather than to put a thumb impression on a money receipt while getting the payment. It was a time in India also when a man was considered literate when he could simply sign in place of putting the thumb impression. In some other societies, it is mixed up with the ability to read and write. For example an adult who can read a newspaper or a letter and can write a simple letter is termed as a literate adult. Yet in some other societies only those adults are considered to be its enhancement or in other words who are functional literate. In U.K. one is said to be literate if he can read or write a letter, but in U.S.A. one adult is considered to be literate if he can fill in the Insurance Form of his vehicle or life. So for all the societies, adult education does not mean the something. Further more in U.K. it is supposed that one is to keep himself abreast with the knowledge of social set-up and also his world of work is termed as 'Further Education' also. This point of view is now appreciated throughout the world and thus at times thought that education is a life process. It is also some times linked with continuing education too.

Virtually, in very contemporary society, adult education has existed for a long time. At one stage it was recognized as a social service, a remedial arrangement dealing with the commissions of the formal education system. In the past, adult education was described a restrictive meaning, a meaning, that might well change with time. For example, at one time it was "Learning for Leisure" and at another "preparation for work". It was identified with literacy classes and most of the societies considered training in rudiments of reading, writing and arithmetic as the sole objective of literacy programme.

The UNESCO Director of Adult Education (1951) has also changed this concept. It defined adult education as a force of study and other activities which are undertaken voluntarily by mature people i.e. over the age of 18 without regard to their vocational value. It is 'out of school education' and has the task of satisfying the needs and aspiration of adults in all their diversity. It is not just a campaign but an attitude born of campaign.

Adult education refers to any activity or programme deliberately designed to satisfy any learning need or interest, that may be experienced at any stage in his or her life, by a person who is over the statutory school leaving stage and whose principal activity is no longer connected with education. It is a package of educational programme which aims at imparting information, knowledge and skills for improving life style and earning capacity. It aims at not only promoting literacy but also character building and helping an individual to lead a happy and prosperous life. In this sense it can be said that it is a package of educational programme for adults, outside the formal educational system, aiming at providing more non-formal, informal and better knowledge or skill for improving their life style and also their earning capacity. One of the objectives of adult education is to become confident and self-reliant by understanding the situation in which they live and solve their problems. Its purpose is to educate him for life so that he can efficiently play his various roles as a member of the society. It is thus an instrument of development, progress and social change.

Hesiod, more than 2500 years ago had, anticipated the concept of learning to be as that education helps man to learn what to be, what he is able to be. 'Literacy as Gandhiji also affirms is neither the beginning nor the end of an adult education programme. Adult education views education as a life long process, gives more stress on the learner's participation and needs. It recognises learning potential of the environment, stresses the process of learning and advocates positive discrimination in favour of unprivileged people. It is also called community education.

According to Verner (1964) "education for an adult is not just a prolongation of, or substitute for, studies at school or university. It relates to the systematic development of his mind or of his manual and professional expertise which he chooses to undergo when he has become fully responsible for his own behaviour and economic well being. This has a marked bearing not only when he learns but also upon how he learns".

In 1966, International Conference on Comparative Study of Adult Education defined adult education as under : "Adult Education is a process where by persons who are no longer attend school on regular or full time basis (unless full time programmes are especially designed by adults) undertake sequential or organised activities with the conscious intention of bringing about change in information and attitude, or for the purpose of identifying or solving personal and community problems.

In the Conference, it was agreed that it will include the following five categories :

1. Remedial Education :

For this purpose, it is fundamental and literacy education. It is the prerequisite for all other kinds of adult education.

2. Education for Enhancement of Vocational, Technical and Professional Competence :

This may either to be prepared an adult for a job, for a new job or continuing or further education for an adult to keep him upto date on new development in his occupation or profession.

3. Education for Health, Nutrition, Welfare and Family Living :

It includes health, family, children, planned parenthood, hygiene, family relations, child care etc.

4. Education for Civics, Political and Community Competence :

It includes all kinds of educational programmes about government, community development, political and international affairs voting and political education.

5. Education for self-fulfilment :

It includes all kinds of liberal education programmes, i.e. education in music, arts dance, theatre, literature, arts and crafts whether brief or long term. All programmes which are aimed, primarily at learning for the sake of personal satisfaction and liberation rather than to achieve the other oriented aims including the above five categories.

The UNESCO manual for the Collection of Adult Education statistics (1975) uses the term adult education synonymous with out of school education and defines it as education provided for the benefit, and adapted to the needs of persons not in the regular school and university system and generally fifteen and folder.

The UNESCO Report on Adult education (1975) is also of the view that adult education as marginal enterprise serving the interests of a relatively small proportion of the population can no longer be justified and we are learning the hard way the social emancipation without personal emancipation is of little value. In a world noisy with the organs of mass communication and riddled with propagandas modern man finds it hard to preserve his status as an individual. To help to keep this status is the contemporary task of adult education. The international commission on education gives the following definition of adult education.

"For a very large number of adults in the world adult education today is a substitute for the basic education they missed. For many individuals who receive

very incomplete education, it is complementary to elementary or professional education. Those whom it helps respond to new demands which their environment makes on them, for them it is the prolongation of education. It refers further education to those who have received high-level training. And it is a means of individual development for everybody."

Coombs (1977) holds the view that adult education is an organised learning activity outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of adults. He defines the objectives of adult education as :

1. Development of positive attitude towards life and the world.
2. Achievement of functional literacy and numeracy.
3. Development of a scientific outlook and an elementary understanding of the process of nature.
4. Attainment of functional knowledge and skills for raising a family, operating a household, earning and living and effectively participating in life.

The UNESCO General Conference on the Development of Adult Education, 1978 clarifies that the term adult education denotes the entire body of organised educational process, whatever its content, level and method, whether formal or otherwise, whether to prolong or replace schools, colleges and universities as well as apprenticeship centres, where persons, regarded as adults by society, develop their abilities, attitudes or behaviour in the two fold perspective of full personal development and participation in balanced and independent social, economic and cultural development. Adult education embraces all forms of educative experiences needed by men and women according to their varying interests and requirements at their different levels of comprehension and ability, and their changing roles and responsibilities through life. Adult Education, however must not be considered as an entity in itself. It is subdivision and an integral part of a global scheme for life education and learning.

The National Policy on Education, 1986, emphasized the importance of Adult Education, in the context of public participation in National Development Programmes. The whole nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age group. The central and state governments, political parties and the mass organisations must commit themselves to mass literacy programmes of diverse nature.

1.4 Objectives of Adult Education :

The objectives of adult education, according to the above document are as follows :

1. To promote awareness through pre-literacy education an acceptance of learning as a means to individual and national development. It includes social awareness, educational awareness makes him conscious of his status in the social set up and is of immense use for national building up.
2. To provide equal educational opportunities to all through them more equitable distribution of gains and employment avenues. For example in India, there are many disadvantageous groups i.e. women, people living in far areas, scheduled castes, scheduled tribes, backward classes and other suppressed and oppressed sections of the society. These need the special attention.
3. To establish national infrastructure to people for manpower requirement. Due to the technological changes and scientific researches the manpower needs of societies and especially with developed societies are changing and new type of trained and skilled manpower is needed to meet the manpower needs. For example the new technologies are so fast moving that the old machines in so many industries become obsolete in about ten years and new machines are to be installed. The manpower is either to be educated to handle the new machines or provided more training to prove to be equivalent to the job. It is how that adult education programme becomes handy.
4. To make communities self reliant through improved management skills, involving them in planning organisation and implementation of programmes. Almost all the societies undergo a social change which needs people to change their outlook, life style and mode of behaviour. It is and will always continue to be the duty of adult education to go in for planning and implementing the change.
5. To effect the transfer of appropriate technology to more areas on the basis of their needs. With the increasing population, limited means scientific technology is to show the path of all types of development, which can be managed only with the highly skilled manpower. A definite, elaborate and well-planned adult education thus becomes the need of the hour.
6. To mobilise the existing and potential local resources in the community. Many non-conventional resources are being developed.

The value of adult education is not solely to be measured by direct increases in learning power or productive capacity, but by the quality of life it brings about in

the individual and the community at large. The provision of well endowed nation-wide adult education service has become an essential policy requirement in all modern societies, for social, economic as well as cultural reasons. A dynamic adult education service is essential to enable societies as well as individuals to adapt to the rapid change in order that change may occur without disruptive conflicts and at a reasonable tempo. It is necessary for adults not merely to react to policies planned from above but to become, on their own initiative, participants in the evolutionary process. They can not be expected to perform a constructive role unless they have sufficient knowledge about the external forces affecting their own lives and the community at large.

In short the task of adult education is not only to extend formal educational facilities and to maintain the competence on the labour force at the required level but to assist people to interpret what urbanisation, social mobility, and fluctuating employment demands. Inter generational conflicts and all the other effects of the unprecedentedly rapid change are for them in the context of their own communities. Adult education also ascertains what positive contribution they can directly make to general welfare and to the resolution of their own personal problems. It is thus a very broader term and its grip is very wider and strong.

1.5 Summary

Adult education does not mean the same thing to all the communities of the world. It has different connotations for different nations. Not only it has different implications in different nations, but at times it conveys the different meanings in different areas of the same country. In underdeveloped nations at times, it is understood as the literacy i.e. knowledge of 3 R's. In advanced countries, it is understood as life long education or continuing education or social education or community. In fact, term adult education is now being so broadly used that it covers all the above types of education in it. However, the fact remains that it is education organised outside the schooling structure and mostly meant for those who have been deprived of education in the regular channel. It is planned in such a way that it not only make the adults conscious about the social, cultural, economic, technological and scientific changes, but bring such type of changes in them that they are in a position to adopt these changes in term and also in the social set up without much abruption. A strong adult education programme is essential for all types of modern changes including the manpower requirements and fluctuations in employment.

The objectives of adult education programme are manifold and multidimensional. However, with the passing of time it has been realised that its objectives are

individual development, social development and cultural development, fulfilment of manpower needs, adaptation of technological changes, social change and scientific findings. It is also to include democratic values alongwith distribution of equal opportunities in the social set up. It includes nationalistic tendencies and international understanding i.e. welfare of all.

1.6 Key Concept

Adult Education : Adult Education is an organized learning activity outside the structure of formal education system.

Remedial Education : It is a prerequisite to all other kinds of Adult Education.

1.7 Suggested Questions

1. What do you understand by adult education ? How is it different from Social Education?
2. In your own language described the objectives of adult education.

1.8 Self Check Exercise

1. An Adult for the purpose of Adult Education is person between Age group
2. was the first to apply this concept of social Education to Adult Education.
3. The Term Adult Education Means Rather than Thumb Impression.
4. Adult Education Development oftowards life.
5. Adult Education is achievement of functional literacy and
6. Literacy means

Answers:-

1. 15-35
2. Maulana Abdul Kalam Azad
3. Ability to sign
4. positive Attitude
5. Numeracy
6. 3 R'

1.9 Suggested Books

1. Adult Education and Progress; Ministry of Education and Culture, Government of India, New Delhi, 1983.
2. Dutta, S.C., New Trends in Adult Education in India, Indian Adult Education Association, 1960.
3. Govt. of India, National Policy on Education, 1986, Ministry of Education/Human Resources Development, New Delhi.
4. Kundu, C.L., Adult Education : Principles, Practices and Prospects; Sterling Publication, Delhi, 1984.

5. Sham, I.P., Adult Education in India : NBO Publishers Distributors, 1985.
6. Sodhi, T.S., Adult Education : A Multidimensional Approach: Kataria and Sons, Ludhiana, 1987.
7. Sodhi, T.S. and Bhatia, K.K, Adult and Continuing Education, Vinod Publications, Ludhiana, 1992.
8. UNESCO : Learning to be : The World Education Today and Tommorrow, Sterling Publishers Pvt. Ltd., New Delhi.

LESSON NO.1.2

STRUCTURE

- 1.2.1 Objectives
- 1.2.2 Introduction
- 1.2.3 Meaning of Development
- 1.2.4 Economic Development
- 1.2.5 Social Development
- 1.2.6 Political Development
- 1.2.7 Summary
- 1.2.8 Key Concept
- 1.2.9 Suggested Questions
- 1.2.10 Self Check Exercise
- 1.2.11 Suggested Books

1.1 Objectives

After reading this lesson students will be able to:

- Understand meaning of curriculum
- Elaborate importance of curriculum
- Discuss important components of curriculum
- Comprehend the meaning of adult learning

1.2 Introduction

Adult education aims to train individuals for fruitful participation in different units collectively to get significant experiences for adults. As we know diversity makes life interesting than conformity so when adults participate actively in different affairs through curriculum, it stimulates for their intellectual growth.

1.2.3 Meaning of Development

Introduction

Education is an instrument of social change and development in a society which is based on technology and science. It is the education that determines the means of prosperity and the level to which it can be achieved. In that context, education should be re-evaluated and re-oriented to that segment of the society which did not benefit from formal schooling. Adult Education embraces all forms of educative experiences needed by men and women according to their varying interests and requirements. It also helps the adult learner to improve his standard of living through participation in various development programmes.

Many such programmes have been specially designed to improve this lot of poor and the deprived sections of the society. Most of the adult learners usually belong to those sections. Due to illiteracy born ignorance and lack of appropriate skills, they cannot take advantage of these programmes. These adults should be convinced that their active participation in the programme would help in increasing their income, maintaining status and reducing exploitation. Education enables individuals to actively participate in the development programmes so that not only their socio-economic and political conditions are improved individually but also the national progress and prosperity are enhanced as a whole.

Education and development are therefore closely related and interdependent. Both education and development indicators are related to each other. But it is difficult to measure the extent of relationship on account of many overlapping abstract and complicated factors. To quote the Report. (1965) "Literacy teaching should be oriented towards development and should be an integral part not only of national education plans but also of plans and projects for development in all sectors of the national life. "This means the literacy programmes should be linked with all development plans of the country, whether these be economic, social, political or cultural in character."

Rokadiya (1989) observed, " If development projects, activities and services are thrust upon the people without understanding, appreciation and participation of the people whom they are meant to serve, the results are bound to be

minimal or even nil." It is the common experience in most of the developing societies that schools are established but children do not go or drop out and adult education centres are opened, no adult is found there. So literary and development should go hand in hand to achieve the target of total human development.

Dr. V.K.R.V. Rao in his book Education and Human Resource Development (1966) stated, Without adult education and adult literacy, neither it is possible to have that range and speed of economic and social development which we require nor it is possible to have that quality or tone to our economic and social development that makes it worthwhile in terms of values and welfare. A programme of adult education and adult literacy should therefore take a front place in any programme for social, economic and social development. The relationship between illiteracy and under-development is manifold and can be summarised as follows:

- that in the modern world, an illiterate person is considerably circumscribed in playing his full potential role in the economic development of his country;
- that he cannot participate fully and meaningfully in the social, civic, cultural and political activities of his community;
- that he is forced to live a marginal dehumanized existence;
- that he is highly vulnerable to exploitation oppression;
- that he cannot achieve his individual liberation and realise self-actualization.

Meaning of Development

Development has been defined as economic growth, growth with equity, eradication of poverty, the creation of just the prosperous society, improvement in the standards of living or ensuring minimum, needs for all. A definition of development which will cover all these would be development in the creation of those essential conditions by which every human being can live with dignity and autonomy and be assured of the basic means of fulfil the requirements are sufficient materials, goods and services that ensure human survival and its health growth under conditions that do not produce acute psychic costs of deprivation or mass social distress and displacement endanger the future of the human race. Therefore the basic premise that without removal of oppression and exploitation of all forms, with ensuring

equality and social justice, development cannot be achieved despite an increase in materials goods. In recent years there has been a growing realisation among policy makers and planners that development would never become self-sustaining unless, it is accompanied by corresponding changes in the attitudes, values, knowledge and skills of the people as a whole and than the only way this change be accomplished on a grand scale is through education.

'Development' has changed its meaning over the years and it needs at least as much care how it used as does 'adult education'. There has been a widening of the meaning from very narrowly conceived economic development often of the whole country, province as measured in terms of overall economic product and may be export, to a consideration of social and economic development, with more questioning of who is gaining in what ways. The question is even asked whether development is always a good thing. Partly this derives from recognitions that area-oriented economic development did not effectively reach the sectors of the population in greatest need.

It has been further found that 'development' has been at the cost of cultural life and economic development is thus contrasted with cultural preservation or survival. This is most clear in the case of tribble people in many countries. Probably what is often meant is socio-economic development which works in and with traditional culture and folk ways rather that opposing them, if only because development which set out to ignore or destroy traditional ways seen as unscientific, superstitions, magical or simply backward so often proves unsuccessful.

The questioning and rethinking of development, and of who gains has brought adult education more in the forefront. There has been a tendency to assume that education, in end of itself is a source of national, social and economic development, or improvement and of social and economic advancement for individuals. Adult education, has therefore played a significant role in economic, social and political development of India. Now let us discuss the importance of adult education in economic, social and political development of India.

1.2.4 Economic Development

It has been found that there is correlation between economic development and rising rate of literacy. Bowman and Anderson (1965) established a correlation between high literacy rates and high per capita income. In a study of societies in Middle East, Daniel Lerner (1973) showed that literacy has a close

correlation with the modernization of society. The growth performance, as per as recent World Bank Report (1987), for India has been disappointing when compared to other low income economies in the subcontinent. A per capita GDP growth of 1.6 percent annum between (1984-85) compares unfavourable with a 4.5 percent rate in China, 2.9 percent in Sri Lanka and 2.5 percent in Pakistan. Members of the weaker sections of society suffer from security of land, money and other assets and remain mostly unemployed for most part of the year. The resources of the section of the people are poorly managed and, as a result they tend to remain in debt most of the time. They also suffer from social insecurity and maladjustment. These people are not able to take advantage of the existing institutions meant to help them and so such they are generally exploited by the upper and richer class of society.

Economic development can take place only when human capital acts upon the material capital in scientific way and income definite proportion. It is thus essential that for the developments of human capital, at least, in developing nations, the ignorance must be done away so that the individual develops to the fullest capacities. Economic development of the country depends on human factors. Hence, it is important to promote the efficiency of individual. Planning creates facilities for the economic development of any country. But the utilization of all these facilities depends upon the individuals. Our country's development activities which consists of a number of welfare programmes will be effective only if the people are literate. So in a democratic set up, it is essential to involve the masses in the development planned activities, it is essential that their ignorance should be away with in the effective way.

Education is also necessary for developing agricultural resources in India. It is well known fact that an educated farmer is capable of raising his agricultural production to greater extent than an uneducated farmer. The Education Commission has pointed out : "There can be no hope for making the country self-sufficient in food unless the farmer himself is moved out of his age long conservatism through a science based education, becomes interested in experimentation and is ready to adopt techniques that increase yields. The same is true of industry. The skilled manpower application to agriculture, industry and other sectors of life can only come from a development of scientific and technological experiment."

It is clear from the above discussion that the primary producer, the farmer small or big, needs to be properly educated. Farmer's education programmes

started in the country aim at giving an account of basic education to farmers so that they can understand the technology underlying increased production. In industry also, an educated worker is an asset to any factory for increasing its production. Education of workers has been emphasized in industrial development. It has been realised that a properly educated worker will be able to assimilate new technology easily and adapt himself to change which will help raise his productivity. The industrial progress of Japan a primarily attributes to the education of workers, a big asset. It is conditional to boosting the economy of the country and his improving the welfare of its workers. Research have revealed that adult education has increased the productivity of farmers and workers. It has also been proved that literacy inducess the illiterates to avail the opportunities offered by the government through its schemes like IRDP, NREP, DWACRA, TRYSEM as well as in post offices, banks in rural, urban areas for the economic development of poor people. Further the teaching of craft and some vocation is bound to improve upon their economic efficiency and statements of living.

Beside the problem of agricultural and industrial production, the problem of population is the most pressing one. Education stresses the need of a small family. Experience of Japan and China show that a programme of functional literacy could assist birth control programmes. There is urgent need to check the growing population if we want solid or concrete economic progress.

1.2.5 Social Development

In the social sphere, too, an ignorant man is not in a position to enjoy the comforts of life. The Modern world is adding a lot to the welfare of the man. The man can enjoy then only if he is knowledgeable and well informed. Adult education envisages to raise a desire for change to face challenges, fights dogmatism, fatalism, superstitions, exploitation and forces of status quo and march towards modernization. The motive, the urge, capacity and the action for change depend upon the educational levels of the people. According to Pinada Casta (1976) "Adult literacy programme is a cultural method of arousing awareness. It serves to develop the self-consciousness deeply numbed with a critical sense, creates revolution and develop the capacity of steadfastly braving the difficulties which may arise along the need to the building of a new society."

Adult education is thus, a tool for developing critical social consciousness. It also includes collective mobilization of social transformation, critical review of

the action carried out, replanning of future action and revaluation of the previous diagnosis of social reality. National and international researches have also established that there is a close relationship between literacy and other indicators of quality of life. It was also found that the countries where illiteracy is high, per capita income is low, infant mortality rate is high, life expectancy is low, under nourishment is a serious problem, communicable diseases are widespread and number of persons below the poverty line is much more. It is therefore evident that adult education and social development are inextricably linked with each other. In a developing country like ours, the largest resources that can command at any given time is its manpower. From the point of view of Bhatia (1987) 'domain cluster analysis' it can be viewed in another way i.e. Improvement in calory requirement, health of all age group belong to primary domain development. Bringing improvement in education and any after improvement belong to secondary domains development.

According to UNESCO, over one quarter of the world's adult population, an estimated 965 millions cannot read or write. In addition, 130 million children of primary school-age are not enrolled in school and are in danger of becoming the illiterate adults of the 21st century, unless urgent action is taken. Women are far more affected by illiteracy than men. One woman out of three is illiterate as compared to one man in five. In many countries four out of five women are unable to read and write.

For many of these people, the lack of reading and writing skill have indeed become a matter of life and death. In Kenya, for example, hundreds of people die every year because they cannot understand and read lables on chemical fertilizers and poisonous pesticides that they routinely use in their fields and vegetable gardens, the lives of small children are endangered when their mothers are unable to read the instructions on the bottles of medicine. And, illiterate parents are more likely to catch infectious disease including syphilis and aids. The home environment thus provide unhealthy and unsafe ground for their children.

Numerous studies that literacy is strongly associated with higher levels of child health and better nutrition and lower levels of fertility and infant mortality. According to the United Nations Childrens' Fund, every additional year a mother spends at school is associated with a fall in infact mortality of approximately nine per, 1,000, "Literacy of women is the single of most important factor in reducing infact mortality" Syas James P. Grant Executive Director of UNICEF.

Certain areas of development where contribution of adult education has been noted :

- Children's participation in schools by way of both enrolment and retention registers a dramatic increase. Further, it has a positive effect on the quality of education. A literate and educated environment at home is conducive to the child's learning process.
- All development programmes of poverty alleviation and employment ought to have first a component of information and education to enable the target group to interact well with the whole process involved. Modernisation of agriculture requires some exposure of farmers to the rudiments of science. Programme of employment in activities like fishery, dairying village industry, agriculture etc., would require learning of new skills and upgrading of traditional one.
- Infant mortality rate goes down. The Kerala situation supports this and compares very well with some advanced European countries.
- Helping adult illiterates who mostly belong to the weaker, disadvantaged and non-vocal sections of the society to understand the basic and generative causes of their present predicament and the ways of ameliorating the same through a process of organisation can only be done through education.
- Women's status and equality perceptible improves with literacy among women.
- Acceptance and practices related to family planning increase with literacy. At present perhaps no problem is more urgent than population growth. The rate of growth of population outstrips the rate of literacy. The bigger and unplanned family size is eating away all the little development they are making in their planned process. In the use of family planning methods the ignorance plays a lot of havoc and people do not develop positive attitude towards it and thus not only becoming poor themselves but also making the nation still more poor and thereby doing dis-service to the social development. Adult education helps in developing not only his social consciousness and social responsibility but also makes him aware of his rights and duties.

Adult education helps in bringing positive effects on illiterates and dispelled their misgiving about various superstitions, dogmas, child, woman, education of girl child, dowry values such as equality of sexes, honesty, integrity, courage and justice, and respect for all forms of life, cultures and languages.

1.2.6 Political Development

India has declared herself as the sovereign Democratic Republic and takes an enviable credit of being the largest democracy in the world. But democracy is not merely a form of government. It is a way of life. In fact, it is the rule of the people, by the people, for the people and with the people. The saying "as the Government as the people" is more true and relevant under democracy than under any other forms. But unless the people are vigilant, conscious of their rights and responsibilities, democracy has no meaning, and no liberty can be safeguarded, with the result the individual freedom and dignity will be endangered and corruption; oppression and authoritarianism will be rampant in the country.

Education is badly necessary for making the citizen a best and capable of discharging their duties and responsibilities efficiently and effectively. Therefore, it is said that "universal education should proceed universal enfranchisement" and "Let us educate our masters (voters)". Without an educated citizen democracy cannot be a success and will fail to give its rich dividends.

India is democratic country and in a country like this masses play a vital role in the government. A democracy is impossible in country where millions of people are under-fed, uneducated and disease-ridden. It has been pointed out that the all-pervasive poverty can undermine government of any kind and be the cause of persistent instability. Raising the living conditions of masses becomes, therefore, the priority item for a stable government in rural areas. As a citizen of democratic country he has to take interest in administration and the government of his country. This can be possible only when the adults in rural areas are educated. Education of the masses is necessary in political interest as well. Adult education helps the illiterates to develop positive attitude towards democratic form of government and its functions. It also helps the illiterate masses to understand their rights and duties and play constructive role during the elections in electing their representatives, therefore, literacy should be linked to political development. If planning to be democratic, there should be the widest possible understanding of the plans.

Functional literacy should not simply be a means of providing a downward channel of communication, but should be part of a process of democratic discussion. The essence of democratic planning was stated by Nehru when he said, "Obviously, it is necessary to plan, to direct, to organise and to coordinate, but it is even more necessary to create conditions where spontaneous growth from below is possible and can take place."

Concluding, we can say that adult education is not an alternative but it is a necessity. Ignorance and poverty are two fundamental problems. Ignorance is directly related to illiteracy and illiteracy breeds poverty. It is, in this context of our economic, social and political goals of development that we consider the legitimate role of adult education. Thinking of adult education is based on the assumption that :

- (a) Illiteracy is a serious impediment to an individual's growth and to the country's socio-economic and political development.
- (b) Learning, working and living are inseparable and each acquires meaning, when correlated to the other.
- (c) The illiterates and the poor can rise to their own liberation through literacy dialogue and action.

The need for a more decisive action of adult literacy is underlined particularly because literacy contributes significantly to the acceptance of small family norms.

Secondly, it is recognised that an adult education programme could serve as an effective instrument for converting the country's population from being a drag on development into an engine of development and that an adult education programme could contribute specifically and significantly to an increase in productivity.

Thirdly, the delivery and absorption of benefits of health and family welfare, as well as the success of socio-economic programmes and the schemes of poverty alleviation depends on the capacity of the beneficiaries to understand the relevance, utility and implications of the various schemes. It is in this context that adult education equips the masses by raising their level of awareness, literacy and functionality and acts as an indispensable tool in the development process.

An illiterate and poor labourer depends on the land-owning gentry of the village for his subsistence and even his life pattern is guided by the leaders of

the community. Thus he is severally handicapped in playing an effective role even in shaping his own destiny. When these illiterated are in a position to understand and analyses their situation better it will be possible for them to evaluate ways and means by which their awareness will be able to secure better social, economic and political benefit through an organised action.

So, the fight against illiteracy must continue till the end. Literacy would help speed up the pace of progress and development. A literate person can be able to achieve his own development and of contributing to national development. Of course, it has to be realised that the eradication of illiteracy person is not necessarily an automatic instrument of bringing about development. The casual relationship between literacy and development is not so simple and linear as may believe. It is rather multi- dimensional and depends on the interplay of number of factors and forces. Kassam (1988) has rightly observed "Rather than make global generalisation on the relationship between literacy and development, there is probably a need to analyse such a relationship in the total context of a given country's political, economic, social and cultural forces. It however goes without saying that literacy accelerates and illiteracy dates the pace of development. Thus adult education is a tool for developing economic, social and political consciousness.

1.2.7 Summary

Adult education embraces all forms of educative and helps the adult learner to improve his standard of living through participation in various development programmes. Education and development are closely related and interdependent. A programme of adult education and adult literacy should therefore takes a front place in any programme for economic, social and political development. A close relation has been found between economic development and literacy. Schemes like IRDP, NREP, DWACRA and TRYSEM which has been introduced for economic development of poor people, can be availed by them only if they will be literate. Adult education is also a tool for developing critical social consciousness and political development. It helps the masses to understand their rights and duties and play constructive role during the elections in electing their representatives. So adult education plays a legitimate role in economic social and political development of India.

1.2.8 Key Concept

1. Economic Development : Economic Development is Programs , policies or activities that seek to improve the economic wellbeing and quality of life for a community
2. Social Development : social development refers to the growth in a persons Social skills as they grow.
- 3 Political Development : It Increase in national political unity and increase in political participation

1 Define development. Discuss the relationship between literacy and economic development.

2. Discuss in detail the importance of adult education in social and political development of India.

1.2.10 Self check Exercise

1. Education and.....are closely related .
2. weaker section of society suffer from and..... .
3. Government schemes are like..... ..
4. adult Education is for developing critical social consciousness.
5. Adult Education is a tool for developing

Answers.

1. Development
2. Socila Insecurity, Maladjustment
3. IROP, DWACRA, TRYSEM
4. A tool
5. political consciousness

1.2.11 Suggested Readings

1. Aggarwal, J.C., "Adult and Social Education in India: Global Perspective", Delhi, Doaba House, 1989.
2. Duke Chris, "Adult Education and Development : Some Important Issues", Indian Journal of Adult Education, New Delhi, Vol. 52, No.3, 1991 pp. 22-34.
3. Government of India, Ministry of Human Resources Development, National Policy of Education (NPE), New Delhi, 1986
4. Kapoor, D. R., " Education and National, Development", Chandigarh, Kohli Publishers, 1984.
5. Kassam, Y.O., "Literacy and Development -What is Missing in the Jigsaw Puzzle, Adult Education and Development German Adult education Association, Bonn, No. 31, 1998.
6. Mohanty, J., "Literacy and Development", Adult and Non-Formal Education, New Delhi, Deep and Deep, 1991, pp.52-56

LESSON NO.1.3

**ADULT LITERACY, CONCEPT, SCOPE AND IMPORTANCE
AND FUNCTIONAL LITERACY**

Structure :

- 1.3.1 Objectives
- 1.3.2 Introduction
- 1.3.3 Concept of Adult Literacy
- 1.3.4 Scope and Importance of Literacy
- 1.3.5 Functional Literacy
- 1.3.6 Difference between Adult Literacy and Functional Literacy
- 1.3.7 Summary
- 1.3.8 Key Concept
- 1.3.9 Self Check
- 1.3.10 Suggested Questions
- 1.3.11 Suggested Readings

1.3.1 Objectives :

After reading this lesson students will be able to :

- understand the concept of Adult Literacy
- understand the scope and importance of Literacy
- know about functional literacy

1.3.2 Introduction :

Nations all over the world are now coming to a meet, for a race in social and economic development, it is roughly known that a nation that is ahead in literacy is also ahead in social and economic development. But we do not know the mechanism which binds literacy and development together and unless the mechanism is understood the conviction in the utility of literacy will be lacking. The concept of literacy is a changing concept. It differs from time to time, area to area, community to community and group to group as needs have changed.

It is relevant to describe the concept of literacy as given in the report of commission which states that, we do not equate literacy with the mere ability to read and write. Literacy if it is to be worth while, must be functional. It should enable the literate not only to acquire sufficient master over the tools of literacy but also to acquire relevant knowledge which will enable him to pursue his own interests and ends." The commission agreed with the view taken by the World Conference of Education

Ministers on the eradication of illiteracy organized by UNESCO at Tehran in 1966. It emphasized that literacy programme should inspire and enable the adult to use his knowledge of literacy for his own further education and encourage him to profit by the scheme of continuing education. Thus viewed, literacy programmes should have three essential ingredients.

1. It must be as far as possible work-based which will help a learner to do effectively whatever work he is engaged in.
2. It must help non-literate to participate in the social and political life of the country.
3. It must impart such skills in reading and writing and arithmetic as would enable him to continue his education either on his own or through other available avenues of education.

1.3.3 Concept of Adult Literacy :

International Dictionary of English Research suggests that children who leave primary school without a firm grounding in literacy and in numeracy never catch up. According to Dictionary, literacy means an acquaintance with the alphabet and ability to read and write. A person is considered literate if he can read and write. A person is considered literate if he can read a hand written, type written or printed matter and also put it down in writing.

For statistical or census purposes ability to read and write a simple letter used to be regarded as the minimum standard of literacy. According to United Nations Population Commission illiteracy is considered as ability both to read and write a simple message in any language. (Carlo M. Cipolla, Literacy and development in the west (1969) in an advanced industrial Society a person with less than ten or twelve years of schooling in functionally illiterate Derek Rowntree (1981)," A Person's ability of read write as well as is expected from people in his group or culture. A Person considered literate by members one group might be considered illiterate by those of another.

UNESCO has liberalised the concept of literacy and its objectives have been stated in the following comprehensive terms "Literacy is to help men and women to live fuller and richer lives in adjustment. To the changing environment, to develop the best elements in their culture, and to achieve social and economic progress, which will enable them to take their place in the modern world, and to live together in peace." It is now realized that if literacy is to be worthwhile. It must be functional i.e. reading, writing, and arithmetic with enough ease to use these skills for practical purposes.

Adult literacy is the ability of adults to use a language which includes four basic modules namely reading, writing, listening and speaking. Adult literacy includes

basic literacy that is desirable knowledge pertaining to civic needs, personal hygiene, adopting occupational and political skills. According to the United Nations, Basic literacy is the ability to read 40 words per minute and ability to write 20 words per minute and ability to do 2 digit numeric calculations. Adult literacy offers a second chance to the people who missed acquisition of basic language skills during school age. Adult literacy is helpful in bringing progress in the mindset of illiterate adults and it paves way for effective routine life communication.

Adult literacy can be achieved through specially designed programmes for adult group of population. These adult literacy programmes aim to impart functional literacy to non-literate adults and then engage those functionally literate adults into skill development, training, vocational awareness through various resource organisation.

Adult literacy includes following areas.

1. Reading
2. Writing
3. Speaking
4. Listening
5. Mathematical literacy
6. Cultural literacy
7. English as a second and other language

1.3.4 Scope and importance of Literacy

A literate person is not necessarily an educated man. According to UNESCO, "A person is literate who can with understanding both read and write a short simple statement on his everyday life." But literacy has no monolithic definition suitable for all countries and for all time. It is, therefore, country-specific and time-specific. Education is to reculturate the entire behaviour of the individual. One of the most important areas of national concern is national integration. Adult education programme will have to increasingly reflect this area of importance. This might require revision of curricula materials and training strategies. True education knows no barriers of race, religion, caste or community. It provides the means for creation for a new social order. It is hoped that Adult Education as an instrument of social change would not only make the people literate and self-reliant but also enlighten them about the need for population control and national integration. In this multiprolonged attack against the complex factors comprising poverty and illiteracy, literacy has a specific and irreplaceable role, as our experience in India and the developing countries illustrates.

The first and primordial task of literacy is to train illiterate adult men and women

in the tools of literacy i.e. reading, writing, and arithmetic. This task has been recently denigrated and decried in many evaluations of the national adult literacy programmes, as having reduced the programme to the imparting of 'more literacy'. It could be noted that this critique is made by the educated upper and middle classes, who have themselves spent four years acquiring the tools of literacy in primary schools and who have their sons and daughters going through the same drill today. The acquisition of literacy by the poor is essential in order to make them to learn how to read instructions for provision legislated for them, and being able to write appeals against their contraventions. This is not to den the wealth of evidence that the linguistic and communication codes developed by the poor adult men and women are restricted. Simplistic, undifferentiated and above all, tend to reinforce the existing unjust social structure. But these can be countered, as demonstrated by the adult education centres in which literacy classes have helped men and women from poor oral and urban areas develop their communication skills, so that their speech patterns approach those of non-poor. From these various points of view, this cornerstone of adult education I.E., the literacy tool, is both crucial and decisive.

Literacy is the functional responsibility of equipping the illiterate adult with some income generating skills in order that he/she may increase the family income. Evidence is revealing the demand of illiterate women to be trained in skills which will be income generating not on the traditional lines which keep them dependent on the male family member. For this purpose literacy is made available to small groups of two or three female neighbours, so that there is no need to set aside a separate learning time and disrupt domestic responsibilities. Further as women in our societies are considered more responsible than men for the health and well-being of the family, there exists an inbuilt motivation in health related issues among women. It was also found that literacy built around income augmenting new crafts which were received enthusiastically. While small scale production of handicrafts may not be the long-run answer to social transformation. This felt need is being used to get women together to work on common goals, to analyze the feasibility of augmenting their income aware of the basic issues regarding the present economic structure. Literacy is a means of 'conscientizing' the illiterate, discriminated and exploited men or women living in poverty. It has an important role of combating the illiteracy poverty complex at the political and structural level through the technical/functional programme discussed above. All the political, structural level, Literacy classes are becoming the means for the poor to organize themselves to fight for their rights and to ensure that the various facilities which are legislated and earmarked for them actually reach them in literacy education, developing as a self-reliant, an tinhorn inducing instrument of the illiterate poor in their continuing fight for their rights, there are strong opposing forces. In the

societies of most developing countries, there is a structural dualism in which all powers, i.e., political, economic and cultural are concentrated in a minority which opposes and uses a disposed asset less majority. Every effort to change this order, society meets with strong resistance in which all the forces of law and order are involved on the side of the status quo. Thus the involvement in literacy is a risky undertaking. Literacy is technical in helping to shape the tools as the education is functional in imparting skills which must augment inadequate income, and is political in transforming the helpers into the helper, the powerless into the powerful. The call to us is to be involved in all these essential facts of literacy.

In all societies the right to work and the free choice of occupation are increasingly conditioned by the ability to read and write. It is a platitude that those who can neither read nor write are restricted to occupations requiring a minimum of qualification and offering the fewest chances of promotion and the greatest exposure to risk and hazards on economic recession. It is least educated elements in the population who are the first to suffer unemployment. The ability to read, and write will become increasingly necessary in order to find employment and succeed in the world of work.

Literacy is very important life skill and primary learning tool for personal and Societal development over the past three decades. The definition of literacy and design of literacy programme have undergone several important changes. Literacy is now seen as the foundation for life skills ranging from basic oral and written communication to the ability to solve complex social and Scientific problems Literacy is the primary enabling force for all further education, as has been aptly put in UNESCO's learning to be. The world of education today and tomorrow 'Literacy training is only moment' an element, in adult education."

1.3.5 Meaning of Functional Literacy :

Functional literacy includes reading and writing skills that are adequate to manage daily living and employment tasks that require reading skills beyond a basic level. Functional literacy is contrasted with illiteracy in the strict sense, meaning the inability to read or write simple sentences in any language. Foreigners who cannot read and write in the native language where they live may also be considered functionally illiterate.

Someone who is 'functionally literate' is a person who can read and write well enough to live independently. Such a person would be able to read government guidelines to apply for social security, and to fill out forms that are essential to his or her well-being e.g. applying for a government pension.

In more general terms functional literacy is ability to use a mobile phone and read basic texts, read bank statements and invoices, and communicates specific needs

to a social worker or a medical practitioner. There are many people in society who are little more than 'functionally literate' who cope quite well with the demands of everyday life. Literacy is essential to a quality lifestyle; if a person is at least functionally literate then he or she can live without support in this ever growing world.

Functional literacy is more important than some people may think, and it is the cornerstone to a student's academic and professional success. Without the basic ability to understand simple reading material, students can't absorb information from textbooks for study purposes, nor do they easily comprehend general literature for functional use or pleasure.

1.3.6 Differences between Adult Literacy and Functional Literacy:

Adult literacy aims at enabling an individual to read and write short simple sentences and workout sums or calculations. Reading, writing and arithmetic is only one step in adult literacy, in order to be useful. It should be function-oriented and practical-oriented. A person should be made more efficient in his profession through functional literacy-good farmer, industrial worker, or a useful member of society. With the multitude of experts and published books on the topic, one would suppose that there would be a fair amount of agreement as to how to define the term literacy. On the other hand, most specialists would agree that the term connotes aspects of reading and writing, on the other hand, major debates continue to revolve around such issues as what specific abilities or knowledge count as literacy, and what 'levels' can and should be defined for measurement. Thus UNESCO has often used the term functional literacy as originally defined in 1956. A person is functionally literate when he has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is normally assumed in his culture or groups.

First attempt at defining the concept of functional literacy was made by the International Committee of Experts in 1962 laid down the objectives of functional literacy as follows:

A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and whose attainment in reading and writing and arithmetic made it possible for him to continue to use skills towards his own and the community development."UNESCO (1951)," A Person is literate who can with understanding both read and write a short simple statement on his everyday life."

The National Literacy Mission has been considered as a societal mission which implies that there is a political will at all levels for the implementation of the mission

goals. The mission objective was to impart functional literacy to 80 million persons in the 15-35 age group by 1995, with a special focus on rural areas, particularly women and persons belonging to SCs/ STs. Functional Literacy Implies. Objectives of Functional Literacy are:

- to achieve self-reliance in literacy and numeracy;
- to become aware of the causes of their deprivation and move towards amelioration of their condition through organisation and participation in the process of development;
- to acquire skills to improve the economic status and general well-beings.
- to imbibe the values of national integration, conservation of the environment, women's equality, observance of small family norms etc.

Functional Literacy, as stated in 'Literacy-1969-70,' published in 1972, has no standard definition, it indicates however an approach which does have several distinct and indispensable characters, specially when compared to so called traditional literacy. The programme of functional literacy differs from that of the latter both in its aims and objective and its approach in respect of the development of strategies for combating the problems of illiteracy. Consequently the methodology of its programme development has to be quite different from that of the traditional literacy.

The main aim and objective of the traditional literacy is to help illiterate adult in learning the basic skills of reading and writing and in acquiring elementary knowledge arithmetic. It is, therefore, seen as an isolated operation which is an end in itself. The functional literacy, on the other hand, aims at helping the adult learners to acquire an ability to read and write, which is truly functional. Being able merely to write one's name and read a few words and sentences is by no means functional literacy. A person can be considered functionally literate only if he can derive benefits from it. A functionally literate person should be able to recognize and understand the reasons behind every action whether it is performed at work, at home in the community or in other setting, so that he may adapt himself easily to a life of change which is so essential of the Functional Literacy Programme. It is necessary that it should be linked up with the specific development items and able to meet their requirements. This could be achieved only when functional literacy programme is related to the occupation of the adult learner and work oriented. The functional literacy curriculum, therefore, must be linked with technical, agricultural, health or more making training. Seen in this light literacy skills are no longer an aim or end in themselves but an effective means of education for a better and fuller life.

The literacy programme designed to accomplish these objectives of functional literacy,

needs to adopt the selective rather massive approach. Such programme are offered to the selected adult groups-whose illiteracy blocks the progress and development of their occupation and who can make sufficient contribution to the national development if their occupational skills are improved as a result of becoming literate. Functional literacy programme, therefore, have to be organised for each occupational group separately, so that intensive instruction centered around different occupation may be conducted.

The aim of functional literacy and its selective and intensive approach make it imperative to have a new methodology for designing its instructional programme whereas traditional literacy teaching materials are developed by pedagogical experts and are meant for all adult learners, reading material of the Incheal literacy have to be prepared separately for different occupational groups to meet the specific learning need to each group, such as farmers factory workers, mothers, housewives etc. Since the functional literacy programmes besides giving exercise in literacy skills, have also to provide work connected knowledge, there is a need to adopt, in addition to those used in traditional literacy classes, other forms of teaching materials and other techniques, such as group discussion, demonstration, films, and radio etc.

1.3.7 Summary :

Further, the efforts of distinguish literacy from functional literacy are also no less (Kundu, 1986 and Okenimkpe, 1992) argue that functional literacy follows, literacy, implying that functional literacy is later stage literacy. The World Conference of Education Ministers held in 1965 used functional literacy for designating second form of literacy to avoid confusion even between basic literacy and traditional literacy, Okenimkpe (1989) uses, the term initial literacy in place of basic literacy. The Education Commission (1964-66) in its report Education and National Development expresses the view that if literacy is to be worth, while it must be function indicating thereby that literacy should promote functionality. The UNESCO Report (1976) on the Experimental World Literacy Programme question whether functional literacy can be applied in a society with diverse vocational interests. In its 1970 publication, functional literacy-why and how. UNESCO attempt to provide an understanding of the distinction between traditional and functional literacy. According to it traditional literacy is a separatist activity which is diffuse non-intensive. Standardized and rigid while functional literacy is integrative and intensive which aim directly for knowledge of practical technical utility and promotion of development. It may, theoretically, seem sound but in practice the distinction is always an illusion.

1.3.8 Key Concept

1. Adult Literacy: It means an acquaintance with the alphabet and ability to read and write.
2. Functional Literacy: A person who can read and write well enough to live independently.

1.3.9 Self Check Exercise

1. 3 R's.....

2. A person is Considered literate if he can and.....
3. True Education knows barrier of and.....
4. Functional Literacy is ability to use a and.....
5. Traditional Literacy is to help illiterate adult is learning

Answers

1. Reading, Writing and Arithmetic
2. Read , Write
3. Race religion and caste
4. Mobile phone and read basic text
5. 3 R's

1.3.10 Suggested Questions :

1. Describe the scope of Adult Literacy?
2. What do you mean by functional literacy?

1.3.11 Suggested Readings :

1. Chopra, Rita & Grover R.P. : Adult Education Indian Publications; Ambala Cantt. 1998.
2. Mohanty, Jagannath : Education for All; Deep & Deep Publications 159, Rajouri Garden, New Delhi, 1994.
3. Stija B.R. : Trends in Education; Anmol Publication Pvt. Ltd. New Delhi, 1996.

LESSON NO. 1.4

Continuing Education and Principles of Curriculum Development

Structure:

- 1.4.1 Objectives
- 1.4.2 Introduction
- 1.4.3 Continuing Education
- 1.4.4 Principles of Curriculum Development
- 1.4.5 Summary
- 1.4.6 Key Concept
- 1.4.7 self check exercise
- 1.4.8 Suggested Questions
- 1.4.9 Suggested Readings
- 1.4.1 Objectives

After read this lesson students will be able to know about

- (i) The concept of continuing education.
- (ii) Principles of Curriculum Development

1.4.2 Introduction

The future of mankind may in more one sense be regarded as keyed to the progress and success of Adult Education. Such a sweeping observation, unless adequately explained, comes in for criticism and controversy. It is necessary to explain how and why adult education in our times promises emancipation of men from the gravest peril that confronts him.

Today the problem seems to be that either we survive to gather or we perish together. Survival implies that the countries and the nations of the world must learn to live together in peace. Peaceful co-existence is not only a political slogan.

It is the practical formula the operative word. Mutual understanding and accommodation, sympathy and cooperation are the quantities by and large are

fostered by knowledge and destroyed by ignorance. In the alarming realities of the world situation it is no overstatement at all that the future of mankind hinges on education. Adult Education today has assumed a new meaning and a new significance. The old connotation of adult education that is belated instruction in 3R's for the illiterate and uneducated adults, has yielded place to a new concept of life long education for all people without exception. Our whole life provides time and opportunities for education and improvement. Life is a constant and dynamic process of adjustment to the changing world around us for which education and training are ever needed.

1.4.3 Continuing Education

Illiteracy must in time disappear and the school system ensure against its recurrence. Adult Education, however, has an enduring function, in the national system of education. In conditions of rapid change and advancing knowledge, man must continue to learn in order to live a full life. Learning is the way of civilized living. The Principle is now well recognised that modern system of education does not merely provide wide- spread full time education of different types and at different levels, it includes a wide range of courses and forms of instruction which an adult outside the full time school system needs for his personal, professional, social and other interests. Thus conceived, continuing education 'becomes the growing and the harvest for which formal schooling is only the planting and the cultivation' It is no wonder that in advanced societies adult education tends to become the fastest growing segment of education.

Continuing education is a need based education for educationally and economically deprived without interrupting their economic activities. According to Dr. Madhuri Shah, the former chairman of UGC, there are five aspects of continuing education: substitute education, complementary education, prolongation of education, further education, and individual development of every person. The definition adopted by British University Grants Committee states, "Any form of education both vocation and general that is resumed after an interval following the end of continuous initial education ", According to Pillai, "Continuing education is an indispensable component of the strategy of human resource development and of the goal of creation of a learning society". In fact achievement of basic literacy is not an end in itself. It is an entry point of the world of information and communication.

In real sense the aim of continuing education programme should not be only to consolidate the basic literacy skills of speaking, reading, writing, numeracy and problem solving but also it should provide them regular stream of education either through formal system of schooling or through open school system. At the same time continuing education should transform the learner into an educated community, able to participate actively and productively in a nation's process of development. In changing society which calls for a radical transformation of the content and methods of education, continuing education will play a vital innovation.

Every individual has his right to go through a process of learning at any time throughout his life whether for remedying earlier defects, acquiring new skills, upgrading himself vocationally, increasing his understanding of the world in which he lives, developing his personality, etc. In fact, the idea is basically directed at looking at man as he is now and imagining man as he will be tomorrow. So education is in the process of becoming a life-long concern for all people and not just a pursuit to which one is obliged to dedicate only the years of childhood and youth, thereby emphasizing that the whole of one's life will be one long continuation school. Continuing education is a process of change, leading to the fullest development of the individual.

This being so, the whole concept of continuing education implies modification and reintegration of the existing curricula in a manner that it ensure development of skills and attitudes which will subsequently form the basis of continuing education. While the traditional function, self-development and self actualization, i.e. personality development, social skills, motivation, attitude towards learning, will receive more and more focus. This means that curricula should be so restructured that individuals will learn to function under minimal supervision and adapt and adjust to changing world with positive action and positive motivation. As Alvin Toffler has stated: 'All education springs from the images of the future and all education creates and change. Unless, therefore, we understand the psychological role played by the images of the future in motivation the learner, we will not be able to overhaul our schools, colleges and universities, no matter what innovation we introduce, and our effort will not take off in the direction towards successful continuing and psychological barriers between in-school and out-of-school learning being broken down and with two sets of patterns being better integrated than running counter to each other.

Continuing education visualizes individuals adjusting to rapidly changing world and willing to take on a new job or play a new social role with eagerness and enthusiasm, not fear and reluctance. It presupposes an effective climate which fosters in individuals confidence and assurance to acquire an adequate basic repertoire of skills in order to assimilate further knowledge and to incorporate new skills and roles into their personality without personal disequilibrium and disintegration. This gives a new focus to the traditional teacher who is until recently today in the fount and bearer of all knowledge and wisdom. In fact, the teacher today in the total framework of continuing education, which includes formal education also, is conceptualized as an 'education consultant', facilitating educational and cultural development of each student, a 'Co-ordinator of learning activities' helping individual people to handle their individual problems and to learn in their own way, an individual and internal experience so to say- almost colleague, rather than 'a distant and infallible authority'. Learning is a natural process and like all natural behaviour it need to be perpetuated beyond infancy and intergrated, understood and cultivated in later years, which means, that education is to be extended to cover all ages of life and to bring it within the reach of every man.

With the emergence of the new world of education, all those who are in education and at whatever level of education, school, college and university, must think that they are in education and should become deeply committed to serving their community's continuing educational needs in meaningful way and see that continuing education plays a decisive role in the countries continued economic growth as well as its accelertation in science, industry, agriculture, commerce, the arts and social development. So schools, colleges and universities should, with never-failing effort work for the creation of a leaning society, which 'institutionlise education as life-long process' to cater to the needs of different categories of potential learners and offer courses suited to their needs.

Continuing Education is also an indispensable aspect of the strategy of human resource development and of the goal of creation of a learning society. Many of the third world countries and the developing countries are new recognising that socio-economic planning alone is not enough an that the human resource development will play a key role in the 21st century. What is more significant is the realisation that expansion of formal education alone, which is only a small component of life-long learning, cannot lead to human resource development.

Formal education as an instrument of human resource development is not really effective in remedying the structural inequalities in the society. Continuing education, which provides a second chance to those who missed formal education and is responsive to learners' needs, directly addresses itself to structural inequalities. Only continuing education can bring about full development of human resources. Since continuing is now emerging as the main component of the broader view of education as a whole.

Continuing Education includes post-literacy for neo-literate, school dropouts for retention of literacy skills continuation of learning beyond elementary literacy and application of the learning attained for improving their living conditions. It also includes the new concepts of life long education in which the knowledge is expending at such a speed that the old skills and machines become absolute within a time period of about ten years so the workers are to continue to acquire how knowledge and skills in order to keep their knowledge up to date.

It is possible by Strengthening Jana Shikshan Nilayams (JSN) This Scheme is already in operation in India and is being further strengthened to cover all areas with population. Employers, trade unions and the concerned agencies of Government will organise, planned, systematic and educative programme of worker's education for improving their educational standards. All universities, colleges, polytechnic should concentrate on extension education and provide up-to-date knowledge and information to public. Education technology like mass media, T.V., radio etc. be encouraged to rope in the requisite information.

Continuing education is an other form of adult education. It can happen through many way. We will discuss here the following alternatives which can happen independently; Remedial education, works education, and mass media education.

1.4.4 Principles of Curriculum Development in Adult Education

Curriculum is an organised plan of course outline including objectives learning experiences activities etc for the achievement of predefined objectives. Following principles are to be considered while development of curriculum.

1. Principle of dynamic curriculum : Human is a social animal. As needs changes with time same way there is a need to change the curriculum with changing needs. Therefore adult education curriculum should be changed in accordance with the changing social systems and modernization.

2. **Principle of Community Centeredness** : Curriculum of adult education should be according to aims and objectives of the particular society. All the activities and experiences under curriculum should be planned and executed keeping in mind social needs of the social group in which curriculum is to be used.

3. **Principle of Scientific Curriculum** : Curriculum of adult education should be scientific in nature. Our curriculum development should imply a scientific process of education. Generally scientific curriculum development process involves deciding objectives deciding experiences organisation of Curriculum evaluation of Curriculum. So curriculum construction should not be based on the traditional principles but should be supported by various social philosophical and psychological principles that can satisfy the advanced needs of the society.

4. **Principle of Evaluation** : Evaluation is the most important process to know about the end points of adult education evaluation helps us in assessment of achievement of aims and objectives of education. So curriculum should be designed in such a way that teacher can evaluate overall educational process effectively.

5. **Principle of Comprehensiveness** : Curriculum is very comprehensive term. It includes all the content activities, teaching methods and evaluation methods for adult education for given period of time. Curriculum should not be limited to the four walls of the classroom in adult education. All the experiences activities various methods field trips practical work should be included in the curriculum.

6. **Principle of Flexibility** : Curriculum should never be so rigid that it can cause monotony to teachers as well as students. Curriculum should be more flexible and adaptable rather than fixed and static. For example if an institution is offering various courses the students should be provided with the ability to move from one branch to another branch without sacrificing much of time and efforts. Teacher should also feel flexible while executing the curriculum.

Further, The Directorate of Adult Education has suggested some principles in connection with the curriculum development for adult education are as follows.

1. **Flexibility** : Curriculum should be flexible to serve the educational objectives of the nation and suitable for the needs of the learners at every stage. Any attempt to force uncongenial activities is found to lead to frustration

in learners. It should make provision for freedom for learners to choose a course, subject or programme of their choice. In view of variations in adult learners in respect of interest, aptitude, urges, abilities, etc. there should be enough flexibility and elasticity in the curriculum to suit their variations.

2. **Relevance** : As society and the social needs change from time to time, a curriculum should reflect the changing patterns of daily life, with the change in social strata due to industrial growth, scientific process and social advancement. Curriculum should reflect our national ideology. The learner should be developed into a citizen who possesses values befitting a democratic, socialistic and secular society.

3. **Diversity** : A programme of adult literacy training should, therefore, be sufficiently diversified to cater to the interests and needs of particular groups such as farmers, landless labourers, women, urban slum dwellers, tribes etc. It may be pointed out here that the broad objectives, content areas, and methodology for different groups of learners can be similar in certain respects and dissimilar in certain others. For every group, the 'mix' of functional content, including both the common or constant elements and the the specific or variable elements will have to be worked out specifically. Carrying the concept of diversification of content curricula too far however, and splitting the groups of learners to the extreme, is not very practical. The diversification of the curriculum should cater to the common as well as specific needs of different types of learners.

4. **Appropriateness of Learning Relationships** : Adult learners, although illiterate and poor, are not ignorant. They possess social and personal values which need only adaptation to changing times, skills which need up-grading or modernization, a variety of cultural backgrounds which needs to be strengthened further, a logical mind which is, however, often suppressed by poverty, superstition and blind adherence to tradition. The adult teacher needs to recognise the potential ability of learners and needs to build on what the learners already know and can do. The instructor-learner relationship in this programme would necessarily have to be radically different from the relationship in formal education or in conventional adult education programmes. A teacher of adult learners will have to have aptitude and competence in dealing with adults as equals; inculcating in them motivation for learning while himself learning from the interaction with them, thus creating conditions conducive to participatory learning. The content selected, therefore, should be suitable for fostering these qualities.

5. **Action-Oriented** : A curriculum should aim at mobilising the learners to take action to improve their lives. There are several steps in this process which need to be understood. These steps are : becoming conscious about the possibility of change, acquisition of understanding, acquiring knowledge and skill, changing attitudes and becoming ready for individual and social action, and finally taking concrete steps or action.

1.4.5 Summary :

The term continuing education is indicative of the fact that it is meant for those who had some educational background and is not meant for illiterates who have never been to school. The old concept that all what is needed to be taught to an individual can be taught in a limited period of time at a specific age does not hold good in the present world in which education all research has established it beyond all doubts that, it is never too late to learn and also that different individuals learn at different places. Now it is held that education given in an institution can be followed by the Continuing Education.

Generally, it is imparted by one of the ways which may be termed as remedial education; Vidya Peeth, Janta College, Ployvalent Adult Education Centre, Adult Schools, University Departments of Adult and Continuing Education, Professional Continuing Education, Correspondence Courses, Open Universities and Libraries etc.

1.4.6 Key Concept

1. Continuing Education: Education provided for adult after they have left the formal education System.
2. JSN: Jana shikshan Nilayams
3. Curriculum Development: it is the multi step process of creating and improving a course taught of adults .

1.4.7 Self check exercise

1. There are aspects of continuing education.
2. Continuing Education is an Entry point of the world of and.....
3. Continuing education is an other form of
4. Curriculum should in accordance with the changing and.....
5. curriculum includes are the..... ,and..... for adult education.
6. Curriculum should never be so

Answers

1. (5)
2. (Information and Communication)

3. (Adult Education)
4. (Social Systems , Modernization)
5. (content activities , teaching methods and evaluations methods)
6. (rigid)

1.4.8 Suggested Questions

1. What do you mean by Continuing Education ?
2. Write Short note:
 - (i) Adult Education
 - (ii) Concept of Continuing Education.
3. Discuss the principles of Curriculum Development in Adult Education.

1.4.9 Suggested Readings

1. Chopra, Rita & Grover R.P.: Adult Education Indian Publications; Ambala Cantt.1998.
2. Mohanty, Jagannath: Education for All; Deep & Deep Publications 159, Rajouri Garden, New Delhi, 1994.
3. Stija B.R.: Trends in Education; Anmol Publication Pvt. Ltd. New Delhi, 1996.

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