

AN EMPIRICAL ANALYSIS OF ADULT EDUCATION AND MOTIVATIONAL LEARNING IN INDIA: A STUDY

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Abstract:

In a developing and technological age like India, there is a need for a mature education period. Because in the current situation, many trained people in the country are not aware of technology, it is very necessary in the current situation for the government to provide education opportunities to the adults living in Khadegaon in India. In India, women and men living in rural areas have been deprived of education for many years due to agriculture as their main occupation and animal husbandry as their secondary occupation. The new Bharna implemented by the government should reach every village in the country and every person in the village is the current situation. Researchers have used many secondary sources to research the same. The program is based on the assumptions that illiteracy is a barrier to personal development, that education does not end with school but continues throughout life, that working and living are inseparable from education, that through literacy and action the illiterate poor can lift themselves out of poverty. Most of the people in our country are illiterate who are poor, unemployed, who are socially wronged and who do not reach the benefits of national development. If they become literate, it will help in eradicating their poverty and unemployment. Therefore, imparting vocational education through adult education program becomes necessary. These things are meant in the National Adult Education Programme. The objectives of the program were defined as literacy, awareness and functionality. It was decided that 10 crore illiterates should be included in this program in the five years from 1978-79 to 1983-84 and for this purpose a provision of Rs.200 crore should be made in the budget of the central government.

Key words: *Adult Education, Motivational Learning, Empirical Analysis, New Policy, Programme, Literacy Rate etc.*

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Introduction:

A new policy on adult education was introduced in the Lok Sabha in April 1977 by Indian Education Minister Pratap Chandra Yani. He expressed his intention to give priority to adult education along with primary education. This new adult education is youth education to be implemented for the 15 to 35 age group. If universal provision of primary education for children between the ages of 6 and 14 had been made after independence, then there would have been no illiterate persons in the age group of 15 to 35 years. But what happened. An important implication of this new adult education program is that instead of sitting around regretting it, we should pay attention to these marginalized. Public and social activists are getting excited about the new National Adult Education Programme. In the last one or two months, the news, articles and the challenge of the parties to their

workers to implement this program have seen a lot of movement in the proceedings. Every day many activists come to the Department of Education and Adult Education Resource Center of Indian Institute of Education to inquire about the scope of this program, when it will start, who can participate in it or their letters are piled up in front of us. Those who had the socio-economic means to get an education got it. But the socially marginalized classes and poverty stricken masses remained deprived of education. In that way, she was deprived of all the benefits of development. The situation of women, Scheduled Castes and Tribals is still pathetic. It is heartbreaking to see how far social justice is from them. Not only because of their condition but also because of the realization that such a majority of Dalits are not likely to advance the country. A new adult education program was born with the determination to change this appalling situation.

Problems of the Study:

It is difficult for such an innovative and future-oriented program to be fully implemented by the government system. The government system is conditioned by strict rules. It is futile to hope that any existing system can properly carry out a program of social transformation. Therefore, the central government has appealed to the voluntary organizations to participate in this program. It has offered a 100 per cent grant for the program and 75 per cent for administrative costs if they run adult education centers - or 'pragatimandals' as they should be called - under the new programme.

Objectives of the Study:

A motivational education is the main objective of the research by the researchers to conduct member research and some specific objectives are given by the researchers as follows. As a matter of fact, it is the need of the hour to start training the people in the rural areas of the country and create an inspiring environment in their lives.

1. To Study the empirical analysis of adult education.
2. To Study the Motivational learning in India.
3. To Study the motivational aspect of adult education.
4. To suggest the remedies.

Significance of the Study:

In this program, literacy is not an achievement but a means of development. This program is really about awakening youth power. This is the innovation of this program. If India's socio-economic development is to be promoted, the people must be made aware of their fundamental rights and convinced that they have the power to achieve them. This is the purpose of this program. A sense of such power should inspire the marginalized masses to learn and use that learning for development. The true meaning of this new program is education to empower young men and women, young men and women, to take action to change the situation.

Scope of the Study:

To do this research, the researchers have studied the pollution and the population of India aged 15 to 35 years. The scope of this research is that the researchers have studied the nature and extent of the government's involvement in adult education in India and the incentives given to adult education by the government.

Period of the Study:

To do this research, the researchers have studied the ignorance and knowledge they have about adult education and the actual use of education in the year 2021-22 of men and women across India.

Limitation of the Study:

One of the limitations of this research is that the researchers have only studied the adult education study of men and women aged 15 to 35 to do this research. There is a huge gap between the ignorance that exists in the country and the ongoing campaign of adult education. One of the limitations of this research is that it does not take into account that there is a large male class in India who are not aware of the essential elements of many technological eras.

Research Methodology:

To do this research, the researchers have used secondary research, in which paper articles, journals, news papers, websites, etc. have been used.

Data Collection:

The secondary research used by the researcher while studying adult education and motivational teaching methods in the country is given below.

Secondary Data:

To do this research, researchers have studied adult education and new policy practices in the country using secondary sources like reference books, serial books, research papers, articles, journals, news papers, government reports, annual reports, statistical information, magazines, quarterly, weekly issues, news papers, etc.

Research Method:

To do this research, the researchers have studied motivational training in the country using descriptive analysis method.

Data Analysis and Interpretation:

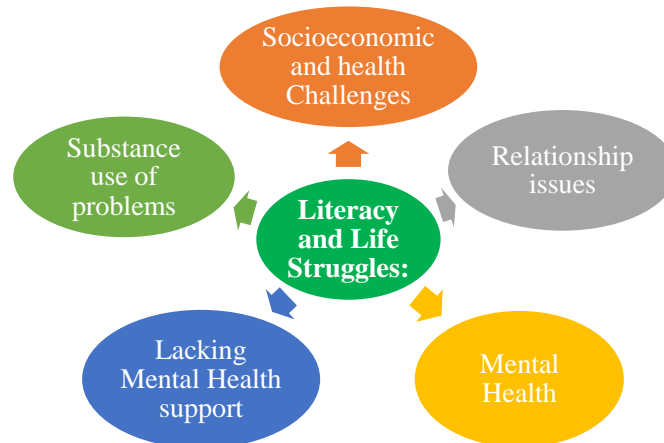
While studying motivational education and pollution as a quality indicator education in the country, the researchers have analyzed and separated the information based on some resources. It uses scientific resources like tables, graphs, charts, tools, techniques, status information, etc. A voluntary organization should run a minimum of thirty centers and a maximum of 300 centers. 30 students should be enrolled in each center. Registration of up to 25 names for tribal section and women will work. A total of 30 centers can be appointed with one inspector and one teacher for each centre. It will last 50 months. He has to run the center for one and a half to two hours every day. In about 300 hours in a year, students are expected to learn about writing, reading, accounting, measurement, health information, financial matters and related laws, etc. Salary of Inspector per month Rs. 300 to 500 can be given. A Project Officer may be appointed for 150 or more Centers of Adult Education subject to monthly pay equal to that of a Class 1 officer of Govt. The syllabus is prepared by the Government of India. But center operators will be free to modify it keeping in mind the local needs and resources.

Literacy and Life Struggles:

In this regard, the experiences of many came to the fore in the meeting of activists called by the Ministry of

Education. At one place in Maharashtra, tribals themselves chose words related to daily life. He was interested in writing and reading such words. The words like 'K Kamalcha' which are in children's textbooks were not in his list, but the words were lender, land, poverty, rice, hunger. The knowledge of letters and numbers became automatic in this process. This gave more support to the tribals in their organized efforts to free themselves from suffering and poverty in the context of these word phrases. Literacy directly correlates with life struggles. The directors of this adult education class did not try to impose their own ideas, words, sentences and thoughts on the tribals. It was claimed that after only three months people could read and write.

Graph No. 1
Literacy and Life Struggles



Need for Adult Education:

Voluntary Organizations who wish to take up this program have to send their applications through the Education Department of the State Government in the application form of Government of India. A total of five copies of the application form have to be prepared. Two for State Government and two for Central Government. It is desirable to keep it in one place. If one wants to take up a large project of 150 to 500 centres, sending an advance copy to the central government would be helpful. The applying Voluntary Organization should be registered under Act 1860. The program will begin on 2 October 1978. The period from October 78 to March 79 will be considered as initial work and the program will be implemented in a phased manner during the subsequent 5 years. For this a lot i.e. nearly 600 crore rupees has been provided in the 6th five year plan. Considering that the Fifth Plan had a free provision of Rs 18 crores for adult education, one gets a good idea of the importance the Government of India is now giving to this programme. From 1979-80 to 1983-84 about six and a half crore illiterates are to be educated through this scheme. No country in Asia has undertaken such a massive youth education program so far. The attention of the whole world has remained attached to this bold educational project of India.

Adult Education and New Policy:

After three months of discussions, in August the Ministry of Education announced a new policy on adult education. According to this policy, the main purpose of adult education is to reach the proletariat. The following



points related to the policy were clearly stated-.There is a deep connection between education, work and life and only in connection with each other is meaningfulness of all three. It is only through literacy expression and struggle that the illiterate and poor class can get rid of the traditional shackles. -Adults will develop an interest in learning if they believe that education has the power to change existing conditions and shape the future as we envision it.

Motivational Analysis of Adult Education:

An adult is a person who has passed the age limit for public and compulsory education and is able to earn his own living. From the point of view of education, a person above the age of 17 to 18 years is generally referred to as an adult. Adult education is the experience through which formal and informal experiences that mature men acquire knowledge, skills, attitudes, interests or values. After the period of formal education is over, the individual pursues education of his own volition is called adult education. Acquiring quality in professional and technical skills Maintenance of family health Education of family welfare and health Self development Collective growth Acquiring quality for social and political life as well as redressed of any defects experienced in individual life Pradu education achieves different objectives. Adult education is usually part-time, so adults can participate and the education is well controlled. Generally this study is collective and the teacher imparts new knowledge to the adult in such a way that the adult will understand it quickly and the learning will be enjoyable and the learning will be fruitful for the adult. The teaching methods used in adult education are mainly based on creating an environment for exchange of ideas between individuals and groups. In the adult education classroom, it is very important to maintain a well-structured environment, to know the needs of the learner, to teach in a way that suits the interests and abilities, and for the learner to participate in the teaching process and take some responsibilities. Teaching is concerned with life as well as the appropriate use of the learner's prior knowledge and the means to the fulfillment of the learner's personal goals. Many factors have to be considered while implementing education plans. Special provisions are made for adult learners such as vacations, leave, education, pay, promotion etc. Curriculum is kept as life touch flexible voluntary and useful as possible so all teaching methods are systematically used taking into consideration the intellectual capacity of adults, mental capacity emotional and local background etc. Night schools, part-time classes, vacation courses, letter education, continuing education courses, stipends, candidates' facilities, external courses of universities, external courses, planned events, cultural programs, women's and youth groups, films, talk shows, television programs, etc. A large number of teachers and workers need to be planned and properly trained to carry out adult education programmes.

**Table No. 1
Literacy Rate**

Parameter	Age Group in 15-35		Total Number of People
	Male	Female	
National Literacy	65 %	36 %	49 %
Urban Areas	82 %	65 %	73 %
Rural Areas	57 %	27 %	46 %
Scheduled Caste	32 %	19 %	29 %
Tribal Folk	23 %	17 %	26 %

**Graph No. 2
Literacy Rate**

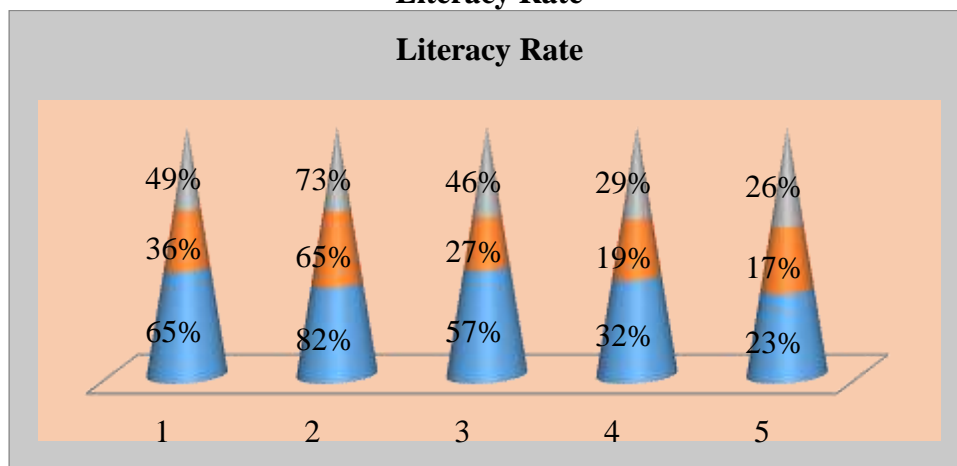


Table No. 1 shows the observed proportion of male and female in the age group 15 to 35. National Illiteracy Rural area urban area Tribal area Tribal area Statistics are shown. It can be seen that 65 % of males and 36 % of females are observed. An important question facing the educated people and political leadership of the country today is that women are illiterate. In states like Andhra Pradesh, Bihar, Madhya Pradesh, Orissa, West Bengal and Rajasthan, 90% of tribal people are illiterate. Union Ministry of Education invited experienced workers and special experts from all corners of the country for the last several years to find out, but the illiteracy rate has not been reduced which is becoming a major problem for the developing nation of India. Parents of tribal community want their children to work as basic labor and toil for two meals instead of getting education as it is true in today's situation that no effort has been made by the government in terms of inculcating the meaning and enjoyment of education. Adult education programs often assume that the observed individual is eager to become literate, but the number of illiterate people in the country shows that this is actually wrong. Mahatma Gandhi in 1937 said that literacy campaigns are being neglected for the people of the tribal community as literacy is not education and not primary.

Nature of Adult Education in India:

According to the 1971 census, 71 percent of people in India are illiterate. Sadly, 66.7 percent of the 15-year-olds are illiterate. 73.2 percent of males and 81.2 percent of females in this age group are illiterate. No matter how many plans are made for adult education, the huge increase in population does not reduce the overall illiteracy. Neither the central nor the state governments in India paid much attention to adult education before 1920. Between 1920 and 1937, there were some private attempts at adult education in cities like Bombay. It was from this that the town Adult Education Committee was established in 1927. Literacy classes and night schools were started at the same time. In almost all the states adult education is of a meager nature. The subsidy received from the government in this regard was also hopeless. After getting the provincial autonomy in 1937, the central as well as the state governments paid special attention to this issue. Around that time, the Bombay Government

appointed an independent Adult Education Committee. However, for many years, adult education was carried out in the same way as spreading literacy.

National Adult Education Programme:

On April 5, 1977, the then Union Education Minister Shri. Pratap Chandra Chander made a statement before the Lok Sabha. Accordingly, it was announced that along with the universalization of primary education, adult education will be given priority in the planning of educational programs. Similarly, after extensive discussions with educationists from the country and abroad, the central government prepared a draft of the adult education policy statement and adult education program outline. Accordingly, the National Adult Education Program was launched on 2 October 1978. It was decided that this program should be implemented by the state government, universities and colleges as well as NGOs. In this programme, one resource center was selected in each state for expert assistance, training, material production and research. In Maharashtra, Indian Institute of Education, Pune was selected as the resource center.

Empirical Analysis of Adult Education:

In the whole country during the year 1978-79, adult education 94,000 centers were established. Among them Ms. 28.25 lakh illiterate persons were admitted. During this period, the state governments spent Rs 16.153 crore on this programme. Some state governments have not shown enough interest in this program. Not enough NGOs have come forward from some states. As the adults were not attracted enough to the programme, it became difficult to retain them in the education centre. The program was not properly integrated with the development program and the focus was on literacy instead of cognitive and functional goals. Such were the difficulties in the first year of the program. To consider the progress of this scheme during the period from October 1978 to March 1980 and what improvements need to be made in this regard, the central government appointed renowned educationist Prof. D. S. An inspection committee has been appointed under the chairmanship of Kothari.

Graph No. 3

Motivating Adult Learner Factors



Suggestions:

1. Adult education programs need to be quite different from literacy campaigns if consciousness is to be created for socio-economic transformation.
2. Only a sensitive person with deep sympathy for the poor and oppressed classes can handle such work.
3. It is necessary to provide training facilities to the monitoring people in rural areas.
4. Studying the ratio of illiterate women and men in the country and trying to reduce it is an important part from the government's point of view.
5. There is a need to raise public awareness in rural areas about adult education and organize the poor among the poor to raise the literacy rate among them and guide them to improve the standard of living.

Conclusion:

The campaign for adult education is part of the revolution', not literacy. All of us may not even realize that this will change today's unjust society. But the following paradox so that the people of the country can actively contribute to social and cultural transformation, the government has decided to make a clear, well-planned and struggle against illiteracy. It should be considered. Illiteracy is an obstacle in the way of the development of the sub-region and the socio-economic development of the country. In adult education, emphasis was placed on making the backward sections of the society literate. Literacy and adult education schemes seem to have been treated as one. It also reflected the belief that the poor, illiterate people were rustic and that the educated middle class and elite should show them the right path. After a thorough study of thirty years of experience, it was expected that an adult education policy would be put before the country, suggesting a new clear direction. But this vague and counter-intuitive education is once again being turned into a literacy campaign.

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