

A CRITICAL ANALYSIS OF ADULT EDUCATION AND ITS IMPACT ON EDUCATION SYSTEM

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Abstract:

Adult education programs have been started in many universities in our country and abroad. These programs are based on the specific needs of the individual and the community. Most of those courses are designed to learn the subject only; Students are not examined and degrees or diplomas are not awarded. According to modern education experts, children do not accept forced education but rather observation and thinking conclusions are drawn for them. Education is to bring out the latent intelligence in man. Education is and still is considered as an important part of mental, intellectual, physical and moral development. An important phrase in education is that you cannot take something without giving something. According to this rule, the development of children is not automatic; it requires special knowledge and experience.

Key words: *Adult Education, System, Impact, Modern Community, Social Issue etc.*

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Introduction:

Education is an art so education changes the inner qualities of children and develops them. Although teaching is also an art, teachers help students under their guidance to shape the health and personality development of children. Education helps every society to cultivate its own moral values and with the help of education moral values can be developed and education is a process. Education is a focal point for the holistic development of everyone. A modern idea in pedagogy, in the prevailing form of the formal education system, there is facility to teach a certain course for certain age groups, at certain places, at certain times. However, the process of personal development and social upliftment, which are the general goals of education, is a continuous process. A new thought in education is that the education system should also be continuous to keep up with this continuous process, of course, this idea of continuous education is not very new in a sense. In ancient times, royal court pundits, royal gurus, similarly developed Guru Sanstha etc. It seems to be doing the work of continuous education. Newly emerging personal-social issues and new topics of social enlightenment were dealt with by traditional religious institutions. Due to technological progress and the development of social sciences, continuous education has become especially necessary to face the new expectations and difficulties of the society and the individual. Such education is needed especially for the adjustment that a person has to make to a dynamic social environment. However modern and efficient the formal education system may be, it is limited by the

infinite needs of the individual and society. Many people cannot get higher education due to circumstances, cannot get modern technical education, and have to drop out of education due to various reasons. People in rural areas, especially women, are unable to pursue higher education despite their will. Even though one wants to learn as an adult, formal education system is not always available. All such persons can receive education at any age under the Continuing Education Scheme.

Problems of the Study:

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. It was decided that this program should be implemented by the state government, universities and colleges as well as NGOs.

Objectives of the Study:

Adult education in India and its impact on the current education system is the main objective of the present research and the researcher has given some specific objectives as follows.

1. To Study the Analysis of adult education India.
2. To Study the impact of Adult education system on regular education.
3. To study the review of adult education in India.

Significance of the Study:

Before achieving the best development of latent qualities and intelligence in children, it is necessary to give them knowledge and experience, and it is necessary to give similar knowledge to adults who are taking continuous education. According to Gandhiji, education is a tool for the overall development of mind, body and soul of children and people. Education is an important means of making women and men literate. According to some experts, learning is a process of continuous reconstruction of life experience. Education is also called as the need and control of environment to fulfill the needs of individuals by developing all their abilities and education is a social and psychological process. Individually education is said to be a continuous process from infancy to old age where life is learning and education is life. In short, through thoughtful planning in education, small influences can be adjusted from the surrounding environment to bring about effective changes in human encounters.

Scope of the Study:

While doing this research, the researchers have presented the current state of education in India from the point of view of the need for mature education and a continuous period in India and the whole of India is a scope of

this research. Adult education is the need of the hour in the present scenario as there is a need for literacy in India adult education is a vital part for the progress of the country and the prosperity of the developing country and it has become the need of the hour to educate the observant people of the whole country.

Period of the Study:

In order to do this research, the researcher has studied the growth of adult education and continuing education in India during the period of seven years from 2015 to 2022 and the importance of pollution and pollution education in this research.

Limitation of the Study:

The education system in India is different from other education systems in the world and a new concept of adult education is emerging in India. One of the limitations of this research is that in India the main objective of education system is to transform developing elements into developed elements and some adult education systems are working on a continuous process. While studying the best practice education sector in India, the researcher observes the limitations of adult continuing education. An obstacle is an important obstacle in the development of a person and education is an important factor if one wants to be successful in many situations in life, but in the last several years, due to the fact that adults are forced to be deprived of education, the development of some prevalent factors is seen to have stopped. It states that is involved and this appears to be a limitation.

Research Methodology:

Adult education is a very important factor from the point of view of a developing nation like India and in this adult education system is very important to make the people literate so it is very important to bring about quality education development. In this the researcher has used secondary resources while doing the said research paper.

Data Collection:

In this, the researcher has collected information through secondary research and includes research paper, articles, journal, internet, etc.

Secondary Data:

While doing this research, the researcher has used many secondary researches like internet news paper annual report research paper articles journal etc.

Research Method:

In this the researcher used descriptive analysis method while studying the need of adult learning period.

Results and Discussion:

Adult education is an experiment for everyone to be a lifelong learner. It gives more importance to the learner and his own efforts than the institution and teaching. A continuous education system can be successful with the cooperation of both the educational institution and the learner. 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.

Functions of Adult Education:

Social cause is the main aim of education. The role of the liberal family school coming tomorrow and other educational institutions is definitely showing an increase in the process of socialization. Understanding the process of developing honesty in children is an important part of understanding what is right and wrong in society and educating and training children in schools and colleges. The process of socialization is helpful in making children positive and respects the norms of the society as good citizens. Social organizations are increasingly underlining cultural heritage and transforming cultural heritage for the next generation through social planning. The importance of the individual in society generally shows similar cultural traits. In the development process there are many things in children such as good attitude trust mistrust local prejudice masad envy love etc but development of good things is very important. Education is increasingly used for employment and business so this function is related to the practical purpose of education.

Review of Adult Education:

Adult education programs in various forms started in Western countries from the beginning of the twentieth century. In India, this scheme was first started in Rajasthan University around 1960. Then Maharaja Sayajirao University, Barode; Smt Nathibai Damodar Thackeray University; It was started from Mumbai University and Pune University. At the end of the academic year 1977-78, this scheme was implemented in fifteen universities. In the academic year 1976-77, 1,514 students of Pune University benefited from this scheme. Under this scheme, assistance is received from University Grants Board, Government of India, and State Government. In some universities, this scheme is spent from the internal funds of that university. Sometimes various courses are conducted under the joint responsibility of the university and its affiliated colleges. Universities have appointed separate management committees for this and professors of education are generally appointed as heads of departments. Fees vary according to the nature of the course. The university offers grants for higher cost courses. A similar provision is made in the case of courses designed for rural areas and weaker sections. The management committee or the colleges appoint the professors and the professors who work in the scheme are paid.

Adult Education System:

There are many things to consider while implementing adult education plans. Education time is kept in the evening, night or on holidays. Special leave, leave, stipend, promotion etc. are provided for adult learners. The curriculum is kept as lively, flexible, voluntary and useful as possible. Adults' intellectual capacity, mental, emotional and spatial background etc. Tools and teaching methods have to be planned keeping in mind. Night schools, part-time classes, vacation courses, correspondence courses, continuing education courses, student accommodation with tuition fees, university extracurricular courses, extramural courses, planned meetings, cultural events, women's or youth groups, films, news, television, etc. Adult education schemes are implemented through programs, clubs etc. A large number of teachers and workers need to be planned and properly trained to carry out adult education programmes. Adult education first started in England in 1737. It was originally a class for citizens and workers for informal subjects. In 1798, the first adult education school in England was opened.

Adult Education and Non-formal Education:

Educating all adults means making all the masses of the society literate and giving them all the knowledge of education. Literacy is a very important step in overall education. But basically education is also a tool because the masses are to get the tools and go to development, so it is very important to think about what we have to give these adults. In the present scenario, adult education has become the need of the hour. Learners need to identify with the teacher and the teacher, and for this the adult learner needs to think about what they feel about their situation. A true awareness of one's own situation, the ability to evaluate the situation, the goal of education is not to pass an exam, but if the curriculum is not imposed, adults will need to be involved in determining their own curriculum. What are the questions and problems in the minds of the adults, and then only then people will be motivated to live without the constraints of caste oppression, injustice and oppression. Adult education has been planned at the government level as follows. Adult education program has been planned for about ten crore people in the age group of 15 to 35 years.

Conclusion: A key feature of a continuing education system is its diversity of courses and media. Any subject can be covered in this program. No fuss is made for it; Teachers have full freedom to design the curriculum. Its scope may be very limited i.e. few hours or it may last for a year.

Adult education programs have been started in many universities in our country and abroad. These programs are based on the specific needs of the individual and the community. Most of those courses are designed to learn the subject only; Students are not examined and degrees or diplomas are not awarded. However, some courses are conducted with the approval of the respective university and certificates are issued after their examination. This scheme has been widely spread in western countries. Many courses are made available by them as per the convenience of the people. The goals are knowledge-acquisition and skill acquisition rather than exams or degrees. Students can choose subjects according to their convenience and needs. The class is planned according to convenience.

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