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## RISE OF ADULT EDUCATION IN INDIA

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### Introduction

Adult education, distinct from child education, is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values. Directorate of Adult Education originated from National Fundamental Education Centre (NFEC), which was set up by Govt. of India in the year 1956. On 2nd October, 1978, GOI announced National Adult Education Programme (NAEP). This was first adult education programme implemented by the government throughout the country. Actual implementation of literacy classes started in the year 1979. Objectives of this programme were literacy, awareness and functionality.

### Objectives Of Adult Education

Imparting literacy of diverse types This includes basic literacy, scientific literacy, economic literacy, technological literacy, legal literacy, computer literacy, and so on. You will learn more about types of literacy at higher levels of your educational pursuits.

### Database And Methodology

The present study based on only secondary data. Reference books, Internet, Many other books.

### History of Adult Education In India

Britishers brought with them the concept of Modern-day education and subjects. When they initially in 1836, took the survey of literacy rate in India, it was found to be 6%. However, the low rates never bothered the Britishers. They

educated only certain sections of people on whom they could extend their domination. However, Britishers had a concept of night school, which inspired many learners and adults started to take part in the night schooling. Following World War 1, this concept further found interests in many hands as there were newer concepts of learning among people, especially men. The Central Advisory Board of Education (CABE) in its fourth meeting in December 1938, appointed an Adult Education Committee under the chairmanship of Dr Syed Mahmud, the then Education Minister of Bihar. The committee made sure to discuss all about the importance of adult literacy, requirement for training of literacy teachers, the motivation of adults, use of audio-visual media in teaching and efforts for retention of literacy and continuing education. Gandhijiconsidered illiteracy as a sin and shame and demanded solving the same at the earliest through concerted efforts. He suggested in his constructive programme two forms of education viz. Basic Education and Adult Education. Basic education, he said, links the children to all that is best and lasting in India. It develops both the body and the mind and keeps the child rooted to the soil with a glorious vision of the future.

### Importance of Adult Education

A person aged 21 or above is called Adult. Therefore, adult education means teaching adults over 21 years of age. Starting of adult education has been acknowledged that no person can be fully happy until he has any knowledge of elementary education. Education develops intellectualism. How can a person be fully happy without getting knowledge?

The art of teaching children and the way to give education to adults is very different. Children do nothing more than just studying. Their main work is to go to school and get an education. But adults usually have to do the job. Therefore, the importance of education is secondary in their case. Adults are basically divided in two categories. A category belongs to those

who are illiterate and in the second category, people are kept, who have little knowledge of letters.

The main objective of adult education is to make every person of India literate and provide practical knowledge of reading, writing and arithmetic. Such knowledge must be mandatory for a person living in any republican world.

The purpose of adult education is to increase the literacy rate in India and to put those illiterate people further on the path of knowledge. Their rights and duties are expressed as citizens. They are expected to broadcast the knowledge gained in this way between their associates who have less knowledge than them.

After getting an education, at least the person is expected to write and read the letter, read newspapers, and be aware of the current events of the world. Adult education started in England. Initially, these schools only took classes on Sunday i.e. the day of the holiday. Later, he started studying every day.

Adult education in India was inaugurated by the NGOs in Mumbai. This work was done at night schools. As the number of learners increased, more and more schools were opened and changes were made at the time of adult's convenience.

Normally, the whole work of adult education is done without any fees. It is done with the spirit of social service. Today everyone has accepted its importance. State Governments give financial assistance and instructions to Adult Schools. The Central Government has also provided adequate funds to the state government for large-scale adult education programs.

**Present Condition of Adult Education In India**

After the emergence of India as an Independent country, the concept of adult education underwent significant changes. It was not only due to variety of socio-economic and political development within India but also the overseas influence which played no less signifi-

cant part. Under various bilateral and multi lateral agreements, India received both technical and financial support from a number of countries. It was changing policies of the government of India that served to have influenced the transformation of the concept of adult education from basic literacy into Civil Literacy by 1950's and further to functional literacy by 1960's with the introduction of the National Adult Education programmes in 1978, the focus of adult education shifted to conscientization and development. The launching of the National Literacy Mission in 1988, and the subsequently emergence of Total Literacy campaigns in different parts of India led to the emergence of the concept of development literacy, which included the components of self-reliance in basic literacy and numeracy, social awareness, acquisition of relevant skills and imbibing the values of national integration, conservation of the environment and gender equity. It is possible to discuss a pattern and certain cyclical trends in the history of Indian adult education movement. Broadly, there are four cycles which represents the four major approaches and concept of adult education in India while the traditional approach to literacy adopted the view that learning to read and write had an innate goodness itself, the religious approaches emphasized the reading of the study of the holy scriptures in order to propagate "the faith". Manifested during the phase social education, the life-oriented approach continues even today.

### **Conclusion**

It is evident from the historical evolution that traces of adult education was found from a very long time in our country. However, the steps at each level and the initiatives taken have either not been effective or have failed at the time of implementation. Like the many universities and colleges we have for youth, special colleges and schools should be made even for adults. Though it is quite common that adults are allowed within college premises, yet when

one adult takes the initiative and joins, he is looked down and made fun of. These things contribute a lot in reducing the confidence of oneself.

When it comes to adult literacy and education, there are four main important areas where every adult should be educated. Those are basic literacy skills which involve reading, writing any language which comes under official language, civil literacy which teaches everyone the basics about surviving in any society, functional literacy which majorly revolves around teaching everyone the way a society functions, its political aspects and lastly developmental literacy. As the name suggests, this is a type of literacy which helps one's own development. Without a proper education among adults, developmental literacy is not a possibility, and everyone should work towards achieving the same. To bring a change in the society, one must bring a change in the mental thought process and if that happens to everyone, the day is not far when all adults of our country would be educated and contribute well towards the development of the nation.

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## Blended Learning: Modern Approach of Learning

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#### Introduction:

Blended learning involves technology mediated learning and face to face learning. This combines with face to face learning with online instruction. Blended learning is method of teaching which integrate digital media and technology with traditional process of teaching. Traditional method of learning has their own importance over e-learning and modern way of learning have their special benefits. Blended learning also known as hybrid method of learning leverages strong points of each individual method. Blended learning combines two different environments. Students may attend class taught by his teacher in conventional manners or in comforts of his own place wherever he or she wants. It is believed that long established teaching-learning method cannot be replaced by MOOC or any other technology driven modern method but by using this combined approach we can enhance the understanding of topics.

Blended learning is combination of teacher instruction and internet technology which student centric where use of technology enables teacher to teach in new ways and students get benefit of learning any time, any place and any pace using technology. The combination of these two different models provides students individualised instructions and can make pace with each and every student from class. We