1.14 PROJECTS AND PROGRAMMES OF ADULT EDUCATION IN INDIA

There were Adult Education programmes before independence. For Mahatma Gandhi education was one of his constructive programmes, and through mass campaign through his movement, tried to make the districts completely literate.

The Adult Education programme consists of three components:
- Basic literacy
- Functionality
- Civic awareness

Eradication of literacy has been one of the major national concerns of the Government of India since independence. A number of significant policies and programmes have been taken up since independence to eradicate illiteracy among adults which as below:

Projects and Programmes of Adult Education in India

- **Social Education Program**
  The First Five Year Plan (1951-56) rejected the term “adult education” as narrowly confined to literacy work and proposed social education as a comprehensive approach to educating adult illiterates. The major thrust of Social Education Program was to make illiterate citizens conscious of their rights and responsibilities for building a democratic nation, while incorporating the components of health, recreation, and economic life. Imparting basic literacy skills was not assigned priority in the social education program. In the early 1960s, the focus of adult education shifted from citizenship training to skill-training for development.

- **The Farmers’ Functional Literacy Project (FFLP)**
  It is known as Kisan Saksharata Yojana, It was launched as a centrally-sponsored scheme in the Fourth Plan (1969-74) in three districts as an experimental project under the Experimental World Literacy Project of UNESCO. The FFLP was one of the three components of the Farmers’ Training and Functional Literacy Project (FTFLP), which aimed at upgrading human resources to improve agricultural productivity of the farmers. The focus of the FFLP was on upgrading the occupational skills of farmers and inculcating in them modern attitudes, values, and behaviors to attain self-sufficiency in food production. It advocated the concept of functional literacy and emphasized imparting basic literacy skills along with practical and technical agricultural knowledge.
• **Functional Literacy for Adult Women (FLAW):**
  It was started in **1975-76** in the experimental ICDS project areas. The aim of FLAW scheme was to enable illiterate adult women to acquire functional skills along with literacy, to promote better awareness of health, hygiene, child-care practices and to bring about attitudinal changes.

• **National Adult Education Programme (NAEP):**
  The first nationwide attempt at eradication of illiteracy was made through the National Adult Education Programme launched on October 2, **1978**. It was a massive programme which aimed at educating 100 million non-literate adults in the age group of 15-35 years within a time frame of five years. The objectives of the National Adult Education Programme were not merely to impart literacy in the conventional sense, but also to provide learners with functional awareness, which were conceived as three integral components of the skills of reading, writing and arithmetic.

• **Rural Functional Literacy Project (RFLP):**
  This was the flagship programme of NAEP and was started as a centrally sponsored scheme in **1978** for rural areas. The erstwhile 144 Farmers' Functional Literacy Projects and 60 Non-Formal Education Projects were merged into it. Further, projects were added and the numbers of projects throughout the country in 1987 were 513, each having up to a maximum number of 300 adult education centres and each centre having 25-30 learners.

• **Education for women's Equality – Mahila Samakhya**
  Mahila Samakhya programme was launched in **1988** to fulfill the commitment of affirmative action in support of women’s education mandated in the National Policy on Education. As a programme dealing with women’s education and empowerment, Mahila Samakhya endeavors to create a learning environment where women can collectively affirm their potential, gain the strength to demand information and knowledge, and move forward to change and take charge of their lives. Education in Mahila Samakhya is understood as an ongoing process of learning and empowerment that transcends the more quests to become literate. The Sangha (village level women’s collective) is a nodal point around which the programme revolves. The Mahila Sanghas actively assist and monitor educational activities in the villages – including the primary school, adult education and NFE centres and facilities for continuing education.

National Open School (NOS)
The National Open School (NOS) was established in November, 1989 as an autonomous organization in pursuance of National Policy on Education 1986 by the Ministry of Human Resource Development (MHRD), Government of India. The mission of NOS is to provide Education for All—with greater equity and justice in society thus paving the way for the evolution of a learning society. The objectives of NOS are to:

- provide opportunities for continuing and developmental education to interested learners
- provide consultancy services and engage in model building
- serve as an agency for effective dissemination of information related to distance education and open learning
- identify and promote standards of learning in distance education systems and open schools

http://www.nios.ac.in/

Bharat Gyan Vigyan Samithi (Indian Education and Service Organization)
The two streams of development – literacy and science popularization – were merged together to set up the Bharat Gyan Vigyan Samithi (BGVS) as a national level non-governmental organizations in New Delhi in 1989. It was built as a people's movement for literacy under the leadership of Dr. Malcolm S. Adhiseshiah, an eminent educationalist, with a target 'to reach to every corner of India with a call to stamp out illiteracy and to interlink all literacy efforts in country both governmental and non-governmental, big and small, and create among them a feeling of being partners in one and the same national mission'. The broad objectives of the BGVS sought to mobilize students, teachers, youth and all other sections of the society, on the pattern of freedom struggle of India towards the cause of 'science in literacy for national integration and self-reliance.'

Total Literacy Campaigns (TLC)
The campaign is now accepted as the dominant strategy for eradication of adult illiteracy in India since 1990s. These campaigns are area-specific, time-bound, volunteer-based, cost-effective and outcome-oriented. The thrust is on attainment of functional literacy through prescribed norms of literacy and numeracy. The learner is the focal point in the entire process and measurement of learning outcome is continuous, informal, participative and non-threatening.

http://www.nlm.nic.in/tlc_nlm.htm
• **Continuing Education Programmes**
The National Literacy Mission designed a programme of continuing education for neo-literate, which came into force in 1996 and a scheme of Continuing Education Centres was launched. The main objective of the programme is to institutionalize continuing education for neo-literate and to ensure flexibility in design and implementation in order to cater to the needs of the neo-literate.

• **Continuing education Centres**
Under the scheme of continuing education for neo-literate, post-literacy programmes will be implemented through the Continuing Education Centre (CECs). "A continuing education centre serves a population 2000-2500 so that it caters to the needs of at least 500-1000 neo-literates". The Jan Shikshan Sansthans (JSS) are charged with the responsibility of addressing the vocational training needs of neo-literates and other rural youth and adults. The scheme of continuing education converges with the programmes of Nehru Yuvak Kendras, National Service Scheme, and others at grassroots level.

• **Niraner**
Niraner is a feminist resource centre for gender education, promoting literacy, vocational training and health education. It was established in New Delhi in 1993 under the Societies Regulation Act. The major activities range from: enabling access to information that allows all women to participate politically to influence governance and development; providing information with a gender perspective; promoting women’s literacy; gender-related issues of identity, violence, health, the right to political representation, and the right to life and bodily integrity.

• **Sarva Shiksha Abhiyan (SSA)**
The Sarva Shiksha Abhiyan is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with State. SSA has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in elementary education and improving quality of learning.

http://www.educationforallinindia.com/ssac.htm
1.15 GOVERNMENT INITIATIVES FOR ADULT EDUCATION IN INDIA

- **Ministry of Human Resource Development (MHRD)**

  The essence of Human Resource Development is education, which plays a significant and remedial role in balancing the socio-economic fabric of the Country. Since citizens of India are its most valuable resource, our billion-strong nation needs the nurture and care in the form of basic education to achieve a better quality of life. This warrants an all-round development of our citizens, which can be achieved by building strong foundations in education. In pursuance of this mission, the Ministry of Human Resource Development (MHRD) was created on September 26, 1985, through the 174th amendment to the Government of India (Allocation of Business) Rules, 1961. Currently, the MHRD works through two departments:
  - Department of School Education & Literacy
  - Department of Higher Education

  [http://mhrd.gov.in/node/16](http://mhrd.gov.in/node/16)

- **University Grant Commission (UGC)**

  It is an apex body of affiliating and Federal Universities and as such, has a major role. Ever since its acceptance of ‘extension’ as the third and equally important component along with teaching and research, non-formal, adult continuing education has found a significant place in the UGC. It directs the Universities and influences the working of University Departments/Centre of Adult and Continuing Education.

  [http://www.ugc.ac.in/page/Genesis.aspx](http://www.ugc.ac.in/page/Genesis.aspx)

- **Indian Adult Education Association**

  Indian Adult Education Association (IAEA) is a national level voluntary organization established in 1939. It is a pioneering organization that has been instrumental in promoting the adult education movement in the country. IAEA functions as a federation of over 500
affiliated organizations and 3000 individual members spread over the country. It supports their activities by bringing them together in conferences, seminars, workshops and discussion groups. IAEA readily co-operates with movements aiming at the eradication of illiteracy and ignorance and promotion of civic, economic and cultural interests of the people. It serves as a connecting link for inter-state co-operation and is affiliated with several international organizations. In addition to its periodicals it publishes a number of books and reports on adult education.

http://www.iaea-india.org/

- **Institute of Peoples Education – Jan Shikshan Sansthan**
  The scheme of Jan Shikshan Santhan (JSS) was initially launched in 1967 as Shramik Vidyapeeth, a polyvalent or multi-faceted adult education institution, aimed at improving the vocational skills and quality of life of the industrial workers and their family members as well as those persons who had been migrating from rural to urban settings. The scheme of Shramik Vidyapeeth was renamed as Jan Shikshan Sansthan in April 2000. Along with the change in its name came the change in its focus. A scheme that was meant for the industrial workers and their families was expanded both in terms of its clientele and focus and was extended to the rural areas.

http://www.nlm.nic.in/jss.htm

- **National Council for Educational Research and Training (NCERT)**

  NCERT has comprehensive extension programme in which departments of the National Institute of Education (NIE), Regional Institute of Education (RIE), Central Institute of Vocational Education (CIVE) and offices of the Field Advisers in the states are engaged in activities. Several programmes are organised in rural and backward areas to reach out to functionaries in these areas. It acts as the Secretariat of the National Development Group (NDG) for Educational Innovations. The NCERT has been offering training facilities, usually through attachment programmes and participation in workshops, to education workers of other countries. The NCERT publishes textbooks for school subjects from Classes I to XII. NCERT publishes books that are used in government and private schools across India that follow the CBSE curriculum.

http://www.ncert.nic.in/index.html