4.0 LEARNING OBJECTIVES

After going through this module you will be able to:

- Identify obstacles faced in Adult Education.
- Discuss the guidelines for the success of Adult Education programmes.

**Though, we are far behind in providing Adult Education to our population, some of the facts which affect its outcome are discussed here in this module**

INTRODUCTION

Adult Education is need based education. The basic needs of people are food, shelter and clothing. The basic needs do not include education; it becomes a secondary need for a poor man. Though the developed countries have reached its literacy level up to 99%, still literacy rate of India is 74% according to provisional data of the 2011 census. Therefore, this could lead to major problem in Adult Education. There are many problems faced in Adult Education like; Adult Education has problems if the need does not exist in the individual. The individual, the instructor and the community, are actively involved in the process. If any of them lacks motivation, these programmes of Adult Education may fail. Adult Education can fail at any stage if people change their needs or even shift their priorities. There can also be faulty planning, improper utilization of resources, including human resources behind the failure of Adult Education programme. Another contributory factor for the failure of adult education can be the sponsoring agencies.
Dear Friends, when we are planning or implementing any Adult Education programme there are some problems which are likely to be faced. Let’s see what are they

4.1 PROBLEMS FACED IN ADULT EDUCATION

Adult Education attempts to improve the quality of life of the learner. But there are many problems beyond its scope. The learners often face conditions which compel (To fore someone to do something) them to drop out of the adult education stream. Some of them are discussed below:

1. Economic Related Problem

Education and the job pattern of the individual may not coincide (If two things happen at the same time). If the individual has to make a choice, he chooses the job and drops out of education. Even in the Adult Education timings are made convenient as the individual may get physically and mentally tired from the job. This influences the motivation of learners in a negative way. The poor, the not-so-poor and at times even the well-to-do may find the attraction of monetary gain too tempting to resist. An overtime allowance (An amount of money that you are given regularly or for a special purpose) or a supplementary job which gives additional income may divert the individual from the education.

Adult Education target group are mostly drawn from youth and adult who are wage earners and supporters of their families. The learners do not consider literacy and general self-development programmes as necessary as they do not generate immediate financial gains.

2. Ignorance and Poverty Related Problem

Persons who suffer from ignorance and poverty, even if they join Adult Education courses by compulsion are under pressure and they soon drop-out. Also Ignorance deprives them of the benefits of education.

3. Migration Related Problem

Learners mostly of lower socio-economic status migrate in search of jobs or are less stable in their occupation. They move in search of a stable job. While working they change their residence, in fact their life are disrupted (To prevent something from continuing it) that they do not have any time for Adult Education programme. They need to put in more time in learning, which again is in conflict with their migrating life.

4. Health Related Problems

The poor who form the majority of adult learners suffer most from illnesses and ailments including the evil of too many children, which affects the health of the mother and also the care of the children. Poor housing, unhygienic toilet facilities, unsafe drinking water and an unhealthy environment, make it still worse. At the slightest discomfort or ailment (An illness that is not very serious) they dropout of Adult Education programmes.
5. Gender Related Problem

Women and girls are major clientele for any Adult Education programme. The superiority of men and the secondary status given to women keep many women and girls away from education. Men by and large do not approve of women going out to attend classes to educate themselves because housekeeping and child rearing will be neglected or will have to be shared. The customs traditions and superstitions add to the dropout rate. Indian women, for long have accepted their place at home and play a subdued role.

6. Orientation Related Problem

The term "orientation" is used deliberately against "preparation". This may be one of the reasons for errors on the part of instructors. If orientation on Adult Education is not given to the teacher he or she is most likely to remain less resourceful, less imaginative and less helpful. The failure of the programme then could be due to the instructor's lack of instructional and psychological skills. The instructor may not be able to teach and guide or to sustain the interest of Adult Education learners.

7. Confidence Related Problem

If the teacher has a correct perception or opinion of his/her students the teacher will have confidence in the student's progress and ability. A negative attitude will contribute to the failure of the programmes. If the teacher has a positive attitude towards his/her students it will result in the success of the programmes.

8. Approach Related Problem

Adult Education programmes are planned for voluntary learners mostly adults and aged. An exception could be made for those learners who have come at the persuasion (Able to make other people believe something or do what you ask) of others and are not personally keen to learn, or when the learning activity is not what they seek. Courses are self-directed, result-oriented and not formal. It cannot be a routine drill. This is more necessary in the case of female learners. If topics suitable for the temperament (Likely to suddenly become upset, exited or angry) of learners are not selected, then the programmes can fail, as learners may not become active participants.

9. Attendance Related Problem

Absenteeism may be on the part of learners and instructor as well. An irregular teacher can inhibit or at least dilute the desire of learning. Absenteeism raises doubt about the seriousness of the instructors. The learners come to regard adult education classes as a waste of time.

10. Motivation Related Problem

Motivation is an important factor; lack of motivation leads to the failure of the programme. If instructors and learners are not motivated to learn, the programme is not going to be successful.
Let’s see now what adult educators have to say about the existing Adult Education programme.

4.2 OVERVIEWS OF THE EXPERTS

To support the content, interviews were taken of the experts from Adult Education field, who have shared their problems faced as an adult instructor and gave their reviews.

1. Dr. Shilpa Kapadia
   Course Coordinator
   The Centre for Continuing/Adult Education and Community Services
   The Maharaja Sayajirao University of Baroda, Vadodara.

The Centre for Continuing/Adult Education and Community Services at The M. S. University of Baroda was set up in the year 1972 with the objective of making University resources available to the community. The University would offer its educational resources to adult groups, community agencies and organizations person who were not regularly enrolled as full-time students and whose higher educational needs were not met by educational and other social institutions.

A key purpose of Adult Education is to enable adult learners to maximize their full potential. Through education, adults should be able to realize their dreams of being the best that they can, in whatever profession of their choice. Regardless of their ages, adult learners should always be engaged in the process of learning. Therefore, their return to the educational setting should be supported.

She quoted some of the problems faced in Adult Education Programme/Centre which are as follows:

- Irregularity in releasing the Grants/funds from UGC (University Grant Commission).
- Lack of financial support from the government
- This centre does not have their own building, therefore classes are held in other premises in the university.
- Lack of availability of machines and equipment, so sometimes the learners are unable to use the latest technology which requires for some courses.
- The learners who are dropouts, those who come after a gap or so many years need some motivation or counseling.

2. Shetal Barodia
   Assistant Professor,
   Department of Life Long learning,
   Gujarat Vidhyapeeth, Ahmedabad

Set up in 1977, the State Resource Centre works for the promotion of literacy, mass education, empowerment of women and continuing education. The Centre’s main activities include training, publication of literature, research and evaluation of adult education programmes. The Centre organizes workshops and seminars, conducts training programmes for individuals and groups working for spreading literacy. It also tries to create awareness among the masses about the need for literacy.
The Centre has brought out 19 handbooks, 11 folders, 8 posters and 5 stickers/leaflets on adult education. The Centre has also coordinated and organized literacy walks and races to create mass awareness about literacy.

While interviewing her, she cited some of the problems as follows:

- Planning Commission Grant is not dispatch regularly; because of this the Adult Education programs are not undertaken properly.
- Lack of Financial support from the Government.
- ‘Preraks’ of the programme were not paid their salary regularly.
- Among the learners specially while conducting programme in rural areas gender problem, caste problem and infrastructure problem is faced.
- Some learners face lack of confidence in them, which requires motivation and counseling time to time.

3. Prof. R. C. Patel  
Department of Education and Psychology,  
The Maharaja Sayajirao University of Baroda, Vadodara.

Prof. R. C. Patel has been nominated as nodal officer by Ministry of Human Resource Development (MHRD), to supervise and monitor the implementation of Sarva Siksha Abhiyan (SSA) in the State of Gujarat and Union Territory (UT) of Diu and Daman. He is also conducting Adult Education classes for B.Ed and M.Ed students in Department of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.

While interviewing him, he cited some of the problems faced by him:

- Most of the learners are highly motivated to attend the classes but they are unable to do that on regular basis, because of job and their other priorities.
- The learners are not able to complete the assignment given to them within the stipulated time.
- Migration somehow may be the problem for those learners who come from rural area. (E.g. Learner coming from Dang District. They may face problem related long journey, no accommodation facility; which may lead to absenteeism in the Adult Education classes.
- Irregularity of the learners to attend the classes is the major problem, which leads to lack of motivation in adult instructor.
- Social problems are generally faced among many of adult women's, who are bind with social responsibility respective to their family and also some male's learners, whose main responsibility is earning.
4.3 REFERENCES

BIBLIOGRAPHY


ADDITIONAL LINK

✓ http://www.livemint.com/Politics/UtHyRhLul24cT4TlhgyrQN/India8217s-literacy-rate-rises-to-74-Census.html