National Education Policy 2020: A Step Towards Absolute Adult Education

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Abstract

Literacy is central to education and all human potential. Basic literacy is essential to ensure sustainable development, peace and democracy .Empowering people through various medium of education to achieve the goal of universal literacy and the fundamental goal of education. Adult education includes all the components under the educational process. Many suggestions have been given for adult education in the National Education Policy 2020.In the presented research paper the provisions made by the researcher in the National Education Policy 2020 for adult education have been studied.

***Keywords*:** *National Education Policy 2020, NEP-2020, Adult Education, Literacy, Education*

Introduction :-

Education is a lifelong process. It is the right of every citizen to have basic literacy, education and opportunities to earn a living. Literacy is central to education and all human potential. Basic literacy is essential to achieve gender equality, eradicate poverty, stop population growth, secure sustainable development, peace and democracy. Universal literacy also has special significance for those who have been deprived of getting education due to some reasons. Achieving universal adult literacy is a fundamental goal of adult education, in addition to empowering youth and adults through various forms of education. (Arora 2021) Adult education refers to the system of education which is done for such promoted adults who could not go to school due to one reason or the other at the age of going to school. According to Bryson (1937), "adult *education is all activities done for educational purpose by taking some time out of ordinary life to acquire intellectual tools for solving immediate and long-term problems".* According to the American Encyclopaedia Part 1, "*adult education includes all those experiences that help mature men and women to develop new, knowledge, society, skills, attitudes, secrets and values".*

National Education Policy 2020 is the third National Education Policy of India. Before this, National Education Policy has come in 1968 and 1986.The National Education Policy 2020 came at a time when many countries of the world were apprehensive that their GDP would decrease due to the disease. The National Education Policy 2020 in India came at that time and objective of this policy was to make India a global knowledge superpower. Various provisions have been made in this National Education Policy for adult education and lifelong learning. Over the past three decades, several steps have been taken towards improving access to adult education and education, including the National Literacy Mission, Saakshar Bharat Padhana, Likhna Abhiyan. Educationists have not only included every aspect of education in this policy but have also tried to link one goal related to education with another. The policy has set a target of 100% literacy by 2030.

Adult Education in An Independent India :-

Before independence, teaching adults to read and write was called adult education, but after independence, adult education has been accepted in a wider sense. It is the responsibility of any democratic country to educate its citizens. So that he can lead a better life. People should be trained in a particular skill to earn a better living so that they can be trained as productive manpower. In India, in 1948, the Central Advisory Board of Education constituted a 7-member committee. This committee presented a plan for adult education and literacy. The committee set a target of achieving 50% literacy in the age group of 12 to 45 years in the next 5 years. To make people literate, the village education campaign was held successfully in 1950. The village education campaign was first started in Maharashtra and from 1961 to 71, the literacy rate of Maharashtra increased by about 10%. This campaign got international recognition and the scheme was implemented in other states of India as well.

The Kothari Commission for adult education in 1964 said that literacy is not limited to just reading and writing. If the importance of literacy is to be increased then it must be functional. Literacy is not only being able to master reading and writing but also being able to acquire relevant knowledge that will enable one to pursue his or her interests. Literacy is defined as being related to the occupation and development of the learner. Keeping in mind the concept of practical literacy, UNESCO had prepared the Experimental World Literacy Program. It got the opportunity to develop training and practical literacy project to the farmers of India. This project was run from 1968 to 77. Its objective was to enhance the efficiency of the farmers.

Keeping in mind further education, the National Board of Adult Education was formed in 1969 and the Directorate of Outreach Education in 1971. Along with this, many types of educational programs were created which were made fruitful through non-formal education. In 1978, the Government of India gave priority to complete education and started the National Adult Education Program. The purpose of presiding over this program was to bring more social awareness as well. For example, social and economic development can be done by activating the poor. The importance of literacy was also reiterated in the National Education Policy 1986 which envisaged Complete education will be the means to reduce economic, social and gender inequality and the nation will assume the responsibility of providing support as a resource. Program of action to take such education policy recommendation of complete education which should be effective on skill development and literacy of the target group. Promotion of literacy became an important mission then the document released on National Literacy Mission messaged that the objective of the National Literacy Mission would be to provide practical functional literacy to eight crore inspectors in the age group of 15 to 35 by 1995 through various means and this would be possible with the active participation of all sections of the society.

The State Resource Centres were raised by the Ministry of Education in the areas of teaching study material development, learning environment creation, activities, research, monitoring and evaluation etc. It was ordered to provide a technical resource support of the Academy for continuing education. In 2015-16, 32 *State Resource Centers* in the country are providing vocational training. *Saathi Jan Shiksha Sansthan Nirakshar* as well as *Navsakshar Prod* continuously finding out such skills which can be marketed in the area of their place.

Suggestions for Adult Education in NEP 2020 :-

In the National Education Policy 2020, several recommendations have been made for adult education. In the action plan prepared for its success where the intention of preparing a national curriculum framework for adult education has been expressed. At the same time, it has also been recommended to train teachers in the outline. The policy has suggested several ways to promote the reading habits of the community members, while better use of technology has been recommended in the policy to get better returns in all appropriate ways.

- In the first phase, a recommendation has been made to prepare a national curriculum framework for the education of the adult whose responsibility has been given to the National Council of Educational Research and Training. The council may include important people from education or non-educationalists area in the framework to be prepared for complete education. Policy emphasised on Basic Literacy & Knowledge Important Life Skills, Vocational Skill Development, Basic Education and Continuing Education. The blueprint for curriculum construction presented in the policy is not limited to the above five points. Apart from these, more points related to education can be included in the syllabus as per the requirement.
- Another important step in the policy is related to strengthen the education infrastructure and better utilization of available resources. The policy believes that complete adult education and life long learning process pass through the core of education. Schools can be used as centres for adult education after children's holidays or at the end of the week or during weekly and other holidays. Public library can only be used as a resource. Also, physical and human resources of various educational institutions can be used for this purpose. It has been recommended in policy 2020 to strengthen these public education centres and to open public education centres where necessary.
- The third important step in the policy related to the training of teachers, trainers and motivators. The main points of adult education which are suggested in the National Curriculum Framework, it is also necessary to reach them properly to the beneficiary. It has been proposed in the policy to train dear teachers by national, state and district resources and various institutions so that they can successfully run and lead adult education centres. We can also Coordinate with volunteer trainers and Twitter who voluntarily engage with Full Education. It has also been suggested in this plan that higher education institutions should prepare such courses of short duration, through which the eligible members of the community can be informed, so that the target of adult education can be achieved quickly. It also has been suggested that members who are working as teachers in adult education should be honoured for their valuable service to the nation. This will inspire other members of the community.
- The fourth step pertains to connect the community directly with the adult education programme. It has been said in the policy to ensure the role of social workers. Social workers will be requested to go out into the community to locate adults who are either enrolled in the school or have dropped out due to any reason. Also, the kind of measures

that will be taken to ensure the participation of adults and untouched by education through community members.

- The fifth step is related to the development of reading habit in the community and resources. Whether the policy has focused on making books easier to access and improving availability while pointing this out. The population demands that the educational institutions as well as the community ensure not only the supply of books but also the library's collection of books in such a way that books are available for all types of learners. Under the policy, the Central and State Governments were given the responsibility to ensure the access of all books, whether the learner is from a rural area or a remote or inaccessible area. Not only this, the ability of the learner to buy books has also been mentioned in this policy. It has been clearly stated in the policy that the price of the books should be such that everyone can buy them. Discussing the quality of the books, it has been said that both types of agencies will work on the quality and decoration of the books.
- Better use of technology has been recommended in order to make five important steps successful for the expansion of adult education and life state education, in which it has been said to use technology through several vibrant schemes. For example, a mobile app beneficial in adult education should be developed by organizing a competition, which will open up a new dimension of education for professionals in the technology sector. Along with this, adult education will also get a lot of benefit from it. Apart from this, it has been said in the National Education Policy about the creation of satellite-based TV channels, online books, and the development of libraries and adult education centres equipped with information and communication technology in online courses.

Conclusion :-

On the basis of the recommendation given in the National Education Policy 2020 regarding adult education, it can be said that now India is ready to walk step by step with the world in this field. It is clear from this that the guidelines given in the policy for preparing the curriculum framework for adult education, not only literacy but basic literacy and numeracy, life skills and vocational skills and basic education has been talked about today. The policy talks about the training of teachers, trainers and motivators to make the curriculum accessible to the beneficiaries. The policy also seeks to link each and every agency of education in a detailed action plan to develop infrastructure for adult education. The role of the same community has been considered important. It also includes valuable qualified members of the community who contribute educationally to escort education that has been deprived of education. This policy is somewhat different from the previous policies because in this, proposals have been made to strengthen this aspect by emphasizing on the reading ability of the society. Whether it is a matter of reducing the prices of books or the quality and attractiveness of books. Due to this there are possibilities of increasing the habit of reading in the society. In all the ways suggested to make adult education and lifelong learning effective, information and communication technology has been prominently placed in all of them. Overall, it appears to be a policy that covers the entire action plan.

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