

Development of Education in Emerging India

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ABSTRACT

Education isn't confined to a specific period; it's an ongoing journey that lasts a lifetime. Throughout our lives, we continually acquire knowledge, as the saying goes, "we learn something new every day." Adult education plays a vital role in enhancing literacy rates within societies and countries. By improving basic literacy skills, adults unlock their full potential, both personally and professionally. This newfound confidence encourages them to explore beyond their comfort zones and engage with the world around them. Learning isn't bound by age; it's a continuous process that knows no limits. Education shouldn't be restricted solely to children and teenagers; instead, it should extend seamlessly into adulthood and beyond. There's immense value in lifelong learning, as the scope of knowledge is vast and ever-expanding. Adult education offers mature learners the chance to broaden their understanding, acquire fresh skills, and attain valuable qualifications. In essence, there's no expiration date on learning – it's a journey that enriches lives at any stage.

Keywords- Sustained, Fluency, Opportunity.

I. INTRODUCTION

In a rapidly evolving world where knowledge is the currency of success, the journey of education extends far beyond the classroom walls. Welcome to the realm of further education, where the pursuit of learning transcends the boundaries of traditional schooling to encompass a lifelong voyage of discovery, growth, and empowerment. This introduction sets the stage for a comprehensive exploration of further education, a dynamic and essential component of modern society. Beyond the foundational education provided by schools and universities, further education represents a continuum of learning opportunities that cater to individuals of all ages and backgrounds, from recent graduates to seasoned professionals seeking to enhance their skills and expertise. At its core, further education embodies the ethos of continuous improvement, recognizing that knowledge is not static but rather a fluid and evolving entity. It encompasses a diverse array of

pathways, including vocational training, professional development programs, adult education initiatives, and informal learning experiences, all aimed at equipping individuals with the tools and insights needed to thrive in a complex and interconnected world. Moreover, further education serves as a catalyst for personal and societal transformation, offering a pathway to social mobility, economic empowerment, and cultural enrichment. By empowering individuals to expand their horizons, unlock their potential, and contribute meaningfully to their communities, further education becomes a cornerstone of progress and prosperity. As we embark on this journey through the landscape of further education, we will delve into its myriad benefits, explore emerging trends and challenges, and celebrate the profound impact it has on individuals, societies, and economies worldwide. Join us as we illuminate the path of progress and discover the boundless possibilities that await those who embrace the transformative power of lifelong learning.

II. HISTORY OF FURTHER EDUCATION

The history of further education is deeply intertwined with its rich cultural heritage, diverse traditions, and evolving socio-political landscape. Dating back to ancient times, India has been a hub of learning and scholarship, with institutions such as Nalanda and Taxila attracting students and scholars from across the world.

During the Vedic period, Gurukuls served as centers of higher learning, where students received advanced education in fields such as philosophy, literature, science, and mathematics under the guidance of learned gurus. These Gurukuls laid the foundation for a tradition of holistic education that emphasized the integration of intellectual, moral, and spiritual development.

The medieval period witnessed the establishment of renowned centers of Islamic learning, such as the Madrasas, which played a crucial role in preserving and transmitting knowledge in disciplines such as theology, jurisprudence, and the sciences.

The colonial era brought significant changes to the Indian education system, with the introduction of Western-style education by the British. The establishment of universities such as the University of Calcutta (1857), the University of Bombay (1857), and the University of Madras (1857) marked a shift towards formalized higher education, with an emphasis on modern subjects like law, medicine, and engineering.

After gaining independence in 1947, India embarked on a mission to democratize education and expand access to further education for all citizens. The establishment of the University Grants Commission (1956) and the All India Council for Technical Education (1987) played pivotal roles in regulating and promoting higher education across the country.

Today, India boasts a vibrant higher education sector comprising universities, colleges, technical institutes, and research centers that cater to a diverse range of academic disciplines and professional fields. The recent emphasis on skill development and vocational education reflects India's commitment to equipping its workforce with the necessary competencies to thrive in a globalized economy.

As India continues to march towards progress and prosperity, further education remains a cornerstone of its development agenda, empowering individuals to realize their full potential, foster innovation, and contribute to the nation's socio-economic advancement.

III. ADULT EDUCATION

1- The UNESCO Handbook of Adult Education states that the only way to elevate humanity on an emotional, intellectual, moral, and material level is through fundamental education, or social education.

Education should also be aimed at improving living conditions, health, the economy, and global awareness. Man will be given the key to a larger and richer existence through this education. It has the same bearing on victory as Arms and Ammo. Therefore, nothing is omitted and everything is covered.

- 2- Literacy is merely a means to an end, while adult education is the aim, according to the Indian Adult Education Conference. In order to raise an individual's social, civic, cultural, and economic level, adult education should investigate and make use of all available resources. (Nanda, 2007,p. 263)
- 3- According to S.N. Mukherjee, "adult education may be defined very broadly to include all instruction given to adults, whether formal or informal."

IV. NEEDS AND IMPORTANCE OF ADULT EDUCATION

Promoting people's overall well-being is the goal of adult education. Individual, social, economic, and cultural growth are all included in this. It has been rightly remarked in the Report of the Fourteenth National Seminar, New Delhi (1966, p.3) The curriculum has to be vibrant and diversified since adult education is directly related to public life. The priorities and emphases in adult education should be reorganized to meet the difficulties of the society during a specific era. It must represent the demands of the society at that particular moment. As a result, adult education programs need to be refocused to address the many issues.

The Constitution of India conceived universalisation of elementary education by 1961, but by 1985 the country was still far away from this target. After Independence the number of illiterates have increased dramatically. The situation, therefore, is quite alarming and disastrous. The universalisation of elementary education is felt as an absolute necessity. Ignorance and poverty are two fundamental problems. Ignorance is directly related to illiteracy. And illiteracy breeds poverty. There is a definite relationship between illiteracy and poverty. It is in this context of our economic, political and social goals of development, that we consider the legitimate roles of Adult Education.

Adult Education is therefore, based on the assumptions

- (a) That illiteracy is a great obstacle to an individual's growth and to country's socio-economic development;
- (b) The majority of work and life situations provide opportunities for education, which is not just found in academic settings.
- (c) The understanding that education, employment, and life are interdependent and that each only has significance when connected to the other

(d) This fact has not been recognized by the methods used to include people in the official education system. The problem is exacerbated by the high dropout rate in addition to the significant population that still attends non-public schools.

"I hold every man a traitor as long as the millions of people live in hunger and ignorance," said Swami Vivekananda. The disregard of the people is our greatest inherent sin, and it is what will ultimately bring about our demise. No amount of politics would be of any avail until the sin is the neglect of the masses in India once more well educated, well fed and well cared for". This speaks for the urgency of educating the masses for the salvation of India lies in them. It is for economic betterment of Indian. National development is closely related to Adult Education. Only those adults can contribute best who are literate ones".

The following is an explanation of the significance and necessity of adult education provided by the Indian Education Commission (1966). "One of the major planks in the strategy of a society which is determined to achieve economic development, social transformation etc. should instruct its populace to voluntarily and successfully engage in its developmental programs. To be crystal clear though, let's talk about the necessity point-by-point.

a. The public has to be educated if democracy is to endure.

The fact that thirty percent of Indians are illiterate today is shocking. They do cast their ballots even though they are unaware of the significance of doing so or what it means to elect a government. We must educate the public lest they be duped and forget that a democratic system is the finest one.

b. The people without literacy have a fresh hope in social education.

Social education has enormous potential for people who have not received any education at all, as well as for those who want to continue learning and satiate their curiosity. We may also inform children about the many growth initiatives in the nation through consistent, well-planned education.

c. Social Education is needed to widen the intellectual and political horizons of the illiterate adults.

It is through social education that those large numbers of illiterate adults will broaden their outlook. We shall shake them of the age old slumber and help change their petty and narrow outlook. In fact we need social education today much as a new set of values has to be inculcated in the old caste ridden adults believing in regionalism and communalism. We are to take him out of that pit of wrong and absurd loyalties.

d. Social education is necessary to hone an adult's aesthetic sense.

This is a very significant but sadly ignored component of Indian society, and our schools do not even attempt to address it. The nursery instruction

included a lengthy discussion of this subject. Cleanliness is next to godliness. If only we could learn to be a little sensitive about this side of life, much can be achieved at no cost.

Because of our dirty environment, we can prevent illness and disease. Adults who have social education are more likely to be wary about this.

e. Adult education is necessary to establish the community's cultural norms.

We want there to be peace in man's immediate surroundings and that conflicts be settled amicably rather than violently. Here, we want harmony to rule. One should be taught to love one's neighbor. The people's civic sensibility has to be cultivated.

We can also explain to them that it is fundamentally wrong to toss dirt from one's own home behind their neighbor's back. It is equally had to play upon harmonium loudly when there is mourning in the neighbourhood and so on. Social education thus aims at making living in the community better and a pleasant experience and so the need.

f. Adult Education and recreation.

To help adults decide how to spend their free time, social education is necessary. Most of them, especially in the villages, squander a lot of time and energy on pointless activities. This time can be usefully spent. (Taj, 2008, p.420)

V. CHARACTERISTICS OF ADULT EDUCATION

- 1) The education of adults helps us to keep up with the changes in the world. In the time of technology, the world is changing rapidly. The ways in which we work, communicate, travel and even study have all changed forever. We must continue these developments if we are to continue to live productive and independent lives.
- 2) Adult education helps us to bring about changes in our selves. To keep pace with the times, it is very important that all the adult citizens also follow all the technical knowledge. This is very important for oneself also.
- 3) Retraining is required as the world changes and technology advances, many jobs that used to exist no longer exist. In many companies, machines have taken over most of the manual work. Companies easily fired senior personnel, citing their lack of knowledge of new technology.
- 4) Learning keeps the mind active. Keeping an active mind can actually benefit your health. People who put their brains to use regularly often find themselves benefiting from better memory, sharper reactions, and greater focus as they age.
- 5) Learning also keeps you socially engaged. People who open themselves to learning new experiences often find themselves involved in more social experiences. Developing new skills also adds a new

level of interest to a person's life. If you are the most knowledgeable person in your age group, your credibility in the society is strengthened.

VI. PROBLEMS OF ADULT EDUCATION

a. Professionalism:

This means only people technically qualified can teach adults. This is a misnomer. If we want Adult Education to be a success, let shy one teach

b. Formalization:

We are involved in formalities. Some minister or great man should formally inaugurate the programme - then only will start the programme. No, let us make our own humble effort without attracting any notice.

c. Bureaucracy:

High officers do not want this Adult Education to be a success. The lower in the rung will not do anything. They look to their superiors who are not sympathetic

d. Institutionalisation:

Closely related to number I above is the problem of institutionalization. Do we need a special institution to spread Adult Education? No, let the classes be held anywhere.

e. The age structure or the level of age:

Age presents no difficulty in the education of children, as all children in one class age of same age group but in case of adults, the age range may vary from 35 to 55 or 65. Accordingly there will be large variations. As the psychology of each of age group is different, therefore to overcome difficulties, we must group the adults accordingly. Age also affects their learning ability.

f. The family circumstances and the family background:

Social education is a wider concept than the general education. This means that in formal education, the family has little hold over education of the child. The child comes to the school and is not worried as to what is happening at his home but in case of adults, family has to say a lot of say. If the family circumstances are not good, the adult will not be able to attend the class even if he is willing.

g. Occupational grouping:

One of the aims of social education is to improve the adult who comes for it, occupationally and professionally. If we do not group them according to their profession or if we group a cobbler with farmers and tell that group to be a better cobbler, there will be trouble, we must avoid heterogeneous grouping.

h. Socioeconomic background:

Another difficulty that we come across while grouping is due to different socio-economic background. In old days it was not so evident but now it matters, because socio-economic level has tremendous influence on the general intelligence quotient, even if the adult is

illiterate. Further, adult coming from rich socio-economic background may not like to seat with those coming from poor socio-economic backgrounds. This too has to be taken into consideration.

i. Geographical location of the social education centre also matters

It plays an important part. If the centre is located far away from the vicinity where the adults live then it be better closed.

The proper knowledge of adult psychology. If the adult education worker lacks this knowledge of adult psychology, the entire programme is doomed.

VII. ADULT EDUCATION AND NATIONAL EDUCATION POLICY-2020

National Education Policy (NEP) 2020 was launched on 29.07.2020. It has recommended that "Strong and innovative government initiatives for adult education - particularly, facilitate community involvement and the smooth and beneficial integration of technology - will be affected as early as possible to expedite this all-important objective of achieving 100% literacy". NEP-2020 has also recommended five components of Adult Education i.e. (a) foundational literacy and numeracy; (b) critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare); (c) vocational skills development (with a view towards obtaining local employment); (d) basic education (including preparatory, middle, and secondary stage equivalency); and (e) continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills).

VIII. CONCLUSION

The goal of adult education is to raise awareness and consciousness among men and women between the ages of 15 and 40 so that they may recognize the value of education and put an end to the exploitation of them. Moneylenders in the countryside continue to prey on the ignorant. They don't know about government regulations or the programs that are in place to ensure their well-being. They also don't know how to apply for loans from rural banks. It is not enough to provide only literacy to the beneficiaries of adult education, but they should also be given information about public welfare programs like family planning, tree plantation, environmental pollution, health and cleanliness, improved agricultural seeds, fertilizers, cooperative societies, rural banks etc. This is done so that they can avail practical benefits. Through adult education, a large section of the society can be benefited

by increasing their efficiency and making them useful citizens of the nation.

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