



Adult Education in Rural Communities in India

Radhika Kapur*

Pedagogy and Organizational Culture in Nursery Schools, Delhi University, New Delhi, India

***Corresponding Author:** Radhika Kapur, Pedagogy and Organizational Culture in Nursery Schools, Delhi University, New Delhi, India.

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Abstract

The main purpose of this research paper is to understand adult education within the rural communities in India. The aim and objectives of adult education is to provide education and enhancement of literacy skills to the adult individuals within the rural communities. Adult education will enable the individuals to obtain empowerment opportunities and sustain their living conditions. The provision of adult education has made available the opportunities for the individuals, who have not acquired the chance to enhance their literacy skills earlier. It is vital to formulate proper curriculum, instructional and teaching-learning processes, so that the individuals become more motivated to learn. The education of the rural adults should be more practical, as when they will perform the task practically, then they will be able to enrich their skills in a better way. The instructors involved in the facilitation of education of the rural adults should possess adequate knowledge and training skills.

Keywords: Adult Education; Rural Communities; Adult Learners; Curricular Framework; Empowerment; Individuals.

Introduction

Adult education is a process where adults who are no longer in school, or do not attend school on a regular or, full time basis, or have dropped out of school undertake chronological and organized educational activities on various subjects, such as health and family welfare, agriculture and animal husbandry, child care and so forth. The main purpose of acquiring adult education is to bring about changes in knowledge, attitudes, and skills for the purpose of identifying and solving personal and community problems. Adult education incorporates all forms of educative experiences needed by men and women in accordance to their varying interests and requirements at different levels of conceptions, understandings, capabilities, and in the transformation of roles and responsibilities throughout their lives [1].

In India, adult education is not looked upon as a process that has proven to be beneficial to the individual learners. The process is beneficial to the other deprived and marginalized sections of the society. Women, farmers and the individuals belonging to the socio-economically backward sections of the society have benefited from adult education. The development of literacy skills should be regarded as the means for the disadvantaged and the weaker

sections of the society to fight against deprivation. Adult education programs have become vehicles for these sections of the society to make use of knowledge, information and skills towards improved opportunities leading to social justice and equality. The Adult and Continuing Education in the rural areas, under the well trained and motivated adult educators and the programme under the control of the community is the base of Adult and Continuing Education in the lifelong learning perspective. The adult learning programs in rural areas are transformed by the educators in accordance to the needs and requirements of the rural [2].

Characteristics of adult education

The field of adult education is dynamic and self-motivated in nature. The role, purpose and the conditions of adult education undergoes changes and transformations with the changes in the conditions and situations of the adults. The nature and characteristics of adult education have been stated as follows: [1]

Adult education is community based. The organization of the curriculum and the instructional methods and the teaching-learning processes in the field of adult education is based upon the needs and requirements of the community. It has assumed large

significance in particular frameworks and it should not be equally applicable to the other communities in similar frameworks. If the adults are able to learn by oral methods, they are communicated orally and if they feel taking down notes and making use of written methods would enhance their learning, then they are made to write notes. Teaching methods are adopted that may prove to be beneficial to the adults.

The adult individuals are from different backgrounds. The nature, objectives and the type of adult education that is required by the adults vary from culture to culture. In rural areas, the characteristics of adult education depends upon the needs of the individuals and their cultural backgrounds. The ways that the individuals adopt within their lives should be enhanced through adult education with the main purpose of making lives more productive. For instance, the interest and learning areas of a young adult woman, who is 35 years of age is different from an elderly adult woman, who is 80 years of age.

Adult education takes into consideration the dominant needs and the prevailing problems of the communities and aims at addressing them in various ways. In rural areas, there are number of problems experienced by the individuals, such as, poverty, illiteracy and unemployment. These problems impose number of barriers within the course of progression of the individuals. Adult education has the primary aim of providing solutions to these problems, so that these individuals are able to understand what measures they should implement to lead to progress. An educated rural adult will be able to obtain employment opportunities even in urban areas.

Adult education involves adults at different levels. In rural areas, the adults involved may possess different norms, values, cultures or may be engaged in different occupations. When they acquire adult education, they go through different stages, which may include, planning, implementation, evaluation of the adult education activities that may meant for their progress, development and well-being. The adults are of the viewpoint that adult education would provide them information through which they can sustain their living conditions.

In most of the aspects, adult education involves the element of flexibility. It produces the home-like environment, where the adults feel at home and instructors too have a friendly and an amiable attitude towards them. The adult education has relevance to their living, working, and overall development. The creation of a home like environment within the educational institution or the training centre, enables the adult individuals to feel motivated towards acquiring education.

When the adult individuals in rural areas acquire education and develop their knowledge and awareness, they are able to implement numerous tasks and activities that would help them in enhancing their lives. For instance, when they learn how to make use of digital technology, how to make use of the internet, and so forth. These activities would develop their knowledge and awareness. Adult education is very dynamic and is primarily made use of in bringing about social, economic, political and cultural transformation of the adults, their community and the entire nation.

The rural individuals are able to provide solutions to all the problems that they experience through the means of adult education. In the implementation of administrative functions, in looking after the health care needs, seeking medical assistance, diet and nutrition, child care and development, women empowerment, taking care of the needs and requirements of the elderly individuals, maintaining the household activities, preparation of meals, making use of technology, management of water resources, preservation of natural resources, keeping the environment clean and pollution free and developing effective communication skills are the vital areas that individuals become aware of through adult education.

Adult education is a systematically organized process. It involves making use of diverse methods and techniques of teaching and learning with an inherent element or component of flexibility and learning for the promotion of activities that contribute more towards development of the rural adults. The adults are not only able to enhance their knowledge, awareness, and develop literacy skills, but they also learn to form links and establish effective communication with the other individuals. Adult education is effective in building a network of adults, their groups, activities and associations in the particular framework and the situation in which the adults live, practice their occupations and learn.

Groups in rural areas acquiring adult education

The various groups that are not able to acquire formal education due to problems such as poverty, disability, illiteracy etc. fall into the groups that acquire adult education: [1].

- **Unemployed Youth:** Unemployment is a major problem within the country in both urban and rural areas. In urban areas, individuals who are educated, even they are unemployed, whereas in rural areas, agricultural labourers and farmers are unemployed for almost six months a year. In rural areas, there are majority of men and women who are unemployed and even possess either low literacy skills or no education at all. These individuals have families, they are required to carry out household tasks,

maintain livestock and improve agricultural and farming techniques. For these purposes, they attend training schools and even evening schools to enhance their literacy skills as well as obtain knowledge for adequate implementation of all their tasks and functions necessary in daily lives. The unemployed youth is helped by adult education centres to improve their employability skills.

- **Out of School Children:** There are various circumstances that compel the individuals to drop out of school, such as conditions of poverty, unemployment, transportation problems, lack of interest in studies, financial problems, lack of creative activities in schools, strict attitude on the part of the teachers, inability to get along with the fellow students and ineffective communication. When illiteracy becomes an impediment within the course of their development, then they get engaged in acquiring adult education. Through the means of adult education, out of school children obtain the opportunity to enhance their literacy skills and acquire knowledge.
- **Individuals with Disabilities:** It has been noted by the World Bank in 2007 that children with disabilities are stated to be five times out of school as compared to the individuals belonging to the Scheduled Castes and the Scheduled Tribes. Data collected has suggested that people with disabilities have a much lower educational attainment rates, with 52 percent illiteracy against the 35 percent average for the general population. Adult education makes provision to them in accordance to their needs and opportunities. The individuals with disabilities either possess low education or no education at all. They at a later stage when feel that they need to enhance their literacy skills and acquire knowledge, they go through programs which are most beneficial to them.
- **Women and Girls:** In most of the developing and the developed countries, education of women and girls is a serious problem. Measures and plans have been formulated to encourage their education. The primary areas, regarding which women and girls within rural communities need to be educated are the women and child development, health and wellbeing, poverty alleviation measures and technology and communication. They should be educated to attain empowerment. Opportunities should be developed for these individuals so that they feel motivated to learn and contribute towards the welfare of the community. In rural areas, women and girls do experience violent and criminal treatments. Adult education will enable them to acquire awareness that they should not be victims to any kinds of violent and criminal acts. Hence, it can be stated that adult education has proved to be largely beneficial to women and girls.
- **Elderly Individuals:** In rural areas, elderly individuals in most cases are illiterate. The lack of knowledge and information amongst them has influenced the practice of traditional values and beliefs. The elderly individuals within the rural

communities are encouraged towards the acquisition of education and development of their literacy skills. The development of education amongst them will make them aware of modern and innovative ideas and strategies. The elderly individuals are regarded to be the guides and mentors of their children as well as grandchildren. Development of education amongst them will enable them to generate the significance of education amongst the other family members. In the rural communities, education primarily empowers not just the elderly individuals but also all the individuals to think rationally and logically. Literacy has been found to be the most important determinant of various demographic decisions of the individuals.

Characteristics of adult learners

The characteristics of adult learners within the rural communities have been stated as follows: [1].

Adults generally are more focused towards their learning and desire to take more control as compared to youth. When they are willing to learn about a particular area, they will provide complete attention and work to the best of their abilities. Adults tend to be self-directed in their lives, although responsibilities with jobs, families, and other organizations can eliminate the degree of their freedom to act. Adulthood brings a growing sense of the need to take responsibility for their lives and they strongly protest against it, when others take away their rights to select. This fact is observed in educational efforts amongst the adults.

The adults possess various kinds of experiences relating to the day to day activities of life. They even bring to the classroom their experience and communicate with the educators as well as other students. The experiences are the result of their long lives and whatever they have accomplished and observed in their lives. The adult individuals make an attempt to establish a connection between new learning with the prior learning so that they are able to enrich their understanding.

When adult individuals develop an interest in learning, they tend to be more motivated and focused towards learning. Higher motivation is connected to the fact that most adult learning is voluntary. Adults are making individual selections to attend schooling, even when such schooling is linked to professional development or job skills. Whenever an individual is able to learn or when he obtains an opportunity to learn, this generates pleasure and satisfaction amongst the individuals, he becomes more motivated to learn. For instance, some areas, such as technology may be difficult for the adults to learn, but they motivate and dedicate themselves towards learning wholeheartedly.

Adults are more pragmatic in learning as compared to youth. The adult individuals belonging to rural communities are more focused towards learning. They pay attention in class, perform their home-work assignments diligently and work hard to prepare themselves for tests. The areas or the subjects which they learn are with the purpose of causing benefit to them. For instance, when they do not possess the information they may attend a program relating to child development, so that they are able to acquire knowledge regarding what measures to implement for the development of the child. The information they obtain is immediately applicable to their situations and needs.

Within the educational institution or the training centre, where the adults get enrolled into a program, they may belong to the same age group as the instructors, therefore, friendly and informal conversations may also take place amongst the adult learners and the instructors. It has been assumed that if the appointment of the instructors are from the Scheduled Castes and the Scheduled Tribe communities, then more participation of adult individuals would be encouraged [3].

Adult individuals have multiple roles to perform. They have to get engaged into the performance of household chores, jobs, look after the children as well as the elderly members of the household and so forth. These multiple roles cause these people to have lesser time to devote towards their learning. Learning and understanding requires time and when they are not able to find time for their learning, then it becomes a problem for them. The adult learners need to give priorities, if learning is important for them, they are required to take out time for their learning.

The adult individuals in most cases have negative learning experiences in their traditional schooling. There are number of reasons due to which adults express unwillingness to learn and attend training centres within the rural communities. They have developed vulnerability within themselves regarding learning and education due to various reasons, such as difficulties in understanding, house responsibilities, age, poor reading abilities, anxiety due to tests and exams etc. These areas discourage the adults from acquisition of education, and learning opportunities. In most cases, they do not feel the need for learning and get engaged in the agriculture and farming practices which is the major occupation of the individuals in rural areas.

Adults are more resistant to changes as compared to youth. Learning and education leads to transformation in the behaviour and attitude of the individuals. In the Indian community, an edu-

cated youth is more refined and disciplined, provided he has recognized the significance of education. Adult individuals in rural communities are in some cases, unwilling to bring about changes in their attitudes and actions. They possess traditional values, beliefs and viewpoints. If they acquire education, they have an objective behind it. Life itself teaches that change is always for the better and most of the outcomes for changes are often unpredictable.

Adults vary from each other as learners in terms of age and experiences much more than the traditional learners within the rural communities. Such differences can be used as an influential resource for adult learning. Through association and teamwork in small groups, the variety of experiences which the adult individuals have may prove to be largely beneficial to them as well as other individuals. Getting engaged in dialogue with the other adults enables the adult learners to recognize more differences in presentations, and possible problems with new conceptions, then could ever be acquired from the private reflection.

As an individual grows old, he experiences many kinds of health problems, such as word usage and vocabulary begins to decline at the age of 70 years. One experiences visual and hearing impairments and other kinds of health problems. In rural areas, the elderly individuals who are above 60 years of age are also encouraged to study and attend schools. Their families and they themselves have recognized the significance of education and develop an interest in attending schools. The adult individuals in rural areas need training in the areas of literacy, i.e. they should learn how to read and write, solve numerical problems, possess social and political awareness, and functional skills to protect themselves against any kinds of exploitation [3]. The agriculture is regarded to be the main occupation of the individuals in rural areas, therefore, they should possess knowledge about the use of modern and innovative techniques in agriculture and farming practices.

Measures to enhance adult education

In rural communities, it is vital to implement the measures that would contribute in enhancing adult education. This is considered important because, individuals are experiencing numerous kinds of problems in rural areas [4].

The first measure should focus upon completion of the education of the rural adults and not just enhance their literacy skills. The adult who has never been enrolled in school before or have dropped out of school at an early age, develops an interest in the acquisition of education. This is the main reason that he puts in time to acquire education and enhance his literacy skills, therefore,

knowledge about all the imperative areas should be provided to the adult individuals. The areas which are suitable to the adult individuals should be analysed and curriculum and the instructional systems should be implemented accordingly.

The adult individuals in rural areas are mostly engaged in manual work throughout the day. The manual work which they perform to earn their livelihood are in most cases relating to agriculture and farming practices, construction workers or they are employed in small scale industries located in rural areas. The work that the individuals are engaged in should be selected as the medium of their education. With the main purpose of helping them perform their work duties in an efficient manner. When the individuals will be able to develop their knowledge relating to their work, they will become satisfied and pleased.

The programs of adult education also involves approaching the rural adults within their homes at the time of the performance of their work. The elderly individuals as well as the individuals who are not able to visit the centres, they are visited at home to make provision of adult education. The other individuals are provided with training sessions outside of their working hours. For this purpose, it is vital for the instructors to possess complete knowledge and information regarding the fields in which the rural adults are engaged. They should be aware of how to make use of technology and modern and innovative methods in the field of agriculture, only then they will be able to provide sufficient information to the individuals.

An appropriate training centre should be established in all the villages or group of villages, so that the individuals should be able to make provision of the required knowledge. These centres should be crafts or the work laboratories. Where besides reading and writing, adults should be able to perform the tasks in a practical manner, so that they are able to adequately learn how to produce or manufacture the products in a concrete way. It is vital to make provision of proper infrastructure, materials, equipment, furniture and so forth within the centre, which may largely assist in the production processes as well as development of skills amongst the rural individuals. Formulation of suitable timings for the individuals is also imperative. As it has been stated that adults have number of responsibilities, hence, they will only be able to visit the centre in the timings, suitable to them.

In rural areas, there are many individuals who are engaged in the production of handicrafts. They are skilled in making a variety of handicrafts, hence, organization of programs which may contrib-

ute to the development of their skills regarding making of handicrafts has proven to be largely beneficial. Every adult education centre should carry out a survey of the craft and work in which the adults within the region are engaged in to earn their livelihood. The manufacturing and production of handicrafts involves hard work and skills to a great extent. In the initial stage, the product may not be perfect, there may be flaws and inconsistencies in them, hence, the instructors should identify the flaws and inconsistencies and accordingly guide the rural adults.

Whether individuals are acquiring knowledge regarding the production and manufacturing of handicrafts and artworks, acquiring information about health care or preparation of nutritious meals and so forth. It is vital to completely make use of visual education. The usage of technology has largely benefited the individuals regarding all areas. For instance, on the internet, when individuals are shown pictures, they develop keenness within themselves to learn. Pictures are considered to be the sources that motivate the rural adults to learn.

It is recommended when any concept or area is taught to the individuals belonging to the rural communities, they should be explained the concept in a verbal manner. The rural adults do not possess strong writing skills, writing may make them feel vulnerable, hence, in making available to them any kind of information, it is vital that they should be communicated about the concept in a verbal manner. The usage of books, and other articles and documents are also not recommended. The rural adults take pleasure in observing pictures and understanding of the concepts in an oral manner.

The development of the curriculum and the instructional methods in adult education within the rural communities should occur from time to time. The subjects that should be taught to them should include, home and village cleanliness, neighbourliness, knowledge of the fundamental human rights, laws affecting the villages, health education, diet and nutrition, skill development, instructions in the parenthood, community organization and knowledge about advancements and modernization. These areas mainly focus upon making availability of knowledge and information that would contribute in abstaining from any kinds of beliefs and viewpoints that may prove to be obstacles within the course of the development of the individual, society and the region.

The individuals within rural communities have their own cultures, norms, values and beliefs. In accordance with these, they have their own festivals, which they celebrate. In rural areas, there

is one point that needs to be eliminated and individuals should be made to realize that they should treat girls and boys equally and should not discriminate between them. Fathers, husbands and other members of the family should provide independence to the women and girls within the family and they should not impose any kinds of restrictions upon them. They should be allowed to attend schools, acquire education and even get engaged in employment in accordance to their needs and interests.

The adult education is considered to be the primary area that has led to the development of children. The children do get enrolled in schools, but due to various reasons, they lack the interest in studies and drop out of school. The parents of the children who have dropped out of school and do not show interest in studies, when acquire adult education, they are easily able to motivate their children towards learning. It is manageable for them to persuade their children from the early age towards acquisition of education. The parents will be able to generate within their children a new outlook towards life and they are able to enhance their educational skills from an early age.

Principles of curricular framework in adult education

Some of the basic principles in the curricular framework in adult education have been stated as follows: [2].

Developing of the critical consciousness of the learner leading to a process of empowerment on a continuous basis and learning about pedagogy. This entails the achievement of the certain degree of autonomy. The individuals are able to acquire understanding of not only their lives and jobs but also are able to exercise more control over themselves. The education enables individuals to become more focused and they are able to get rid of beliefs and notions that may impose detrimental consequences.

The curriculum should be formulated in such a manner that may enable the individuals to attain activeness socially, economically, politically and culturally. The individuals are able to generate self-awareness, confidence, dignity and welfare. Every individual in rural communities have the main aim of leading to their well-being, hence, learning and understanding in all spheres enables the individuals to sustain their living conditions in an appropriate manner. The individuals by means of curriculum are able to acquire knowledge about how to sustain large families. In most cases, in rural areas, individuals have large families.

It is vital to make improvements in every aspect of the quality of education, and ensuring their excellence. In this manner, recog-

nized and achievable learning opportunities are developed, especially in the areas of literacy, numeracy and life skills (Patel, 2009). When there are multiple areas available, the adults should be able to make their own choices and make effective decisions regarding the areas in which they have to enhance their knowledge.

In rural areas, the individuals are mostly residing in deprived conditions and they belong to disadvantaged communities. The curriculum should focus upon early childhood care and education, especially for the most vulnerable and the disadvantaged sections of the society. Ensuring that the learning requirements of all young people and adults are met when they have access to appropriate learning and life skills programs [5].

It is vital for the individuals to possess certain qualities and traits which are needed to become a successful human being. These are, they should abstain themselves from getting engaged into any kinds of violent and criminal acts and treat all human beings with respect and kindness. The individuals who are not educated do not have information about morality, they even get engaged in theft and robbery. Therefore, adult education provides them awareness that they should earn their living with hard work and morality.

Illiteracy is higher amongst the socio-economically backward sections of the society. The proportion of the households which do not have an adult literate member or no literate adult females which are much higher amongst the households of the Scheduled Castes, Scheduled Tribes and Other Backward Classes in rural areas as well as in urban areas [5]. The individuals who are illiterate, for them the formulation of curriculum and instructional systems should be in accordance to their needs. The instructors are required to take into consideration, their problems and weak areas and accordingly form the curriculum methods.

The curriculum should respond to the facts within the area of literacy. These should agree with deprivation, dispossession, poverty and discrimination. The pedagogy, curriculum, content and institutional mechanisms must respond to this reality. The learning process must promote and sustain community connections that unite the deprived individuals to struggle against the processes of deprivation. Deprivation is regarded as undesired, even the individuals who belong to socio-economically backward sections of the society do not want to feel deprived and would want to get incorporated within the mainstream society.

Continuing and Lifelong education is crucial in negotiating and rearranging unequal power relations based on gender, caste, reli-

gion, and ethnicity. It is not only a means to access information but also enables the creation of knowledge, and provides tools to get involved with the generation of knowledge. The adult individuals in rural communities should not just get involved in learning, but they should also get involved in the generation of knowledge that they are willing to acquire. The creation of knowledge takes place, by bringing in life experiences. Sharing of information within the classroom setting about the understandings and familiarity that they have previously had. The knowledge and information which the adult individuals share have largely contributed in enhancing the curriculum and the instructional methods.

The beginning of the programme must be organized as the beginning of Lifelong Education, rather than as the first stage of Basic Literacy, Post Literacy and Continuing Education. The adult learners must be aware from the very beginning that the learning prospect is not casual and short term, but will lead to a lifelong engagement. Institutional mechanisms will have to be created accordingly. The question of equivalency must be seen from this viewpoint, rather than as a powered way of providing class three, five or eight certificates of school education. The information that the adult individuals acquire tend to be beneficial to them throughout their lives. They are able to make use of the information, so that it may prove to be advantageous to them and their families.

There are some areas that are difficult to learn and the adults find them unmanageable. The areas that are primarily difficult for rural adults to understand are mathematics, technology, and science. These areas are important to learn and adults need to obtain information regarding them. For instance, in mathematics, calculations, problem solving, and, algorithms are difficult concepts and require a great deal of practice. In order to learn difficult concepts, the adults need to pay adequate attention, dedicate their time towards learning and practice, till they have mastered the concept. When a person possesses this viewpoint that a subject is difficult, only then the subject becomes difficult for him to learn. On the other hand, when a person feels that a subject is manageable, then he is able to understand it with ease. Mathematics, technology and science have universal methods of learning and in the present existence, individuals are making use of them in the implementation of all operations and functions.

Education of women in rural communities

Improvement in the educational status of women was supported primarily on the foundations of human rights, social justice, and equality. It is in the present existence, evident that literacy for

women can also generate significant social, economic, and personal advantages such as, better personal and family health, lower fertility, the readiness to contribute in new economic activities, and women empowerment opportunities. The education of women within the rural communities are required to get improved. The measures need to be adequately formulated to make provision of education to women within the rural communities. From the perspective of economic efficiency, the education of women within the rural communities is recognized [6]. The main areas regarding which women should be educated within the rural communities include, diet and nutrition, health and well-being, child development, management of the household, agriculture, taking care of the requirements of the elderly individuals, technology, empowerment and effective communication.

Education has certainly proven to be beneficial for all the individuals in every way. Educating a women means educating the entire family. An educated woman will be able to make provision of good education to her children. She will be able to satisfy the needs and requirements of the family members in a proper manner and incur productivity. In addition, highly educated women have greater labour force participation rates and remain in the workforce for a much longer period of time as compared to women with lower levels of education. Research studies conducted on rural communities have identified the effects of mothers' education on children and their educational development at various developmental stages, beginning with the role of education on the early propensity to have children. The education of women is important in determining fertility rates. When the women will possess good education, only then they will be able to nurture their families [6]. Adult women in rural communities normally have children who are of school going age. In some cases, these children do not develop interest in going to school and enhancing their literacy skills. If the mothers are educated and recognize the significance of education, then they will be able to motivate their children towards learning and attending schools.

In rural areas, there are implementation of practices which are unlawful, hence, adult education generates knowledge amongst the individuals that they should abstain from the practices of female infanticide, female foeticide, child marriage and child labour. Children should be nurtured in a caring and compassionate environment. They should be allowed to study and get engaged in activities in which they take pleasure in. Within the rural communities, the individuals possessed this viewpoint that male children are the assets, whereas female children are the liabilities, they believed in

getting the female children married at an early age. They were discouraged from acquiring education and were taught to perform the household tasks. The adult education has generated this viewpoint amongst the individuals that they should not discriminate against between males and females, they should be given equal opportunities and there should be development of education amongst the females too. In the present existence, it is unfortunate that majority of the women in rural areas remain illiterate in spite of the efforts made to impart education.

Conclusion

Adult education is a part time or a full time education for individuals who are adults. In rural areas, either it is organized by the individual themselves, organizations, agencies, or centres. It is meant to improve the knowledge, skills and abilities of the individuals. The main purpose of imparting of adult education to the rural adults is to lead to their empowerment, helping them to differentiate between appropriate and inappropriate conducts, perform their job duties in an efficient manner, meet the needs and requirements of the family members and sustain their living conditions. The adults who are engaged in learning are more motivated and dedicated towards their learning. They make use of their learning throughout their lives. The learning of the rural adults should be verbal, as they may not find making use of writing methods manageable.

It is recommended that adult education should be encouraged, as the individuals who have not acquired the opportunities to hone their literacy skills earlier, can enhance their literacy skills when they have attained adulthood. The implementation of adult education has largely contributed in increasing the quality of life of the individuals, enabling them to identify their potentials for self-realization, to raise the standards of living within the rural communities, to promote peace and harmony within the rural communities, to overcome the problems of poverty, illiteracy and unemployment, and to improve the pace of development and welfare amongst the rural adults.

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