UNIT 13 : ADULT EDUCATION

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 Concept of Adult Education

13.4 Characteristics of Adult Education

13.5 Objectives of Adult Education

13.6 Need and Importance of Adult Education

13.7 Problems of Adult Education

13.8 Ways of Overcoming the Problems of Adult Education

13.9 Let Us Sum Up

13.10 Further Reading

13.11 Answer to Check your progress

13.12 Possible Questions

13.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- explain the concept of adult education;
- state the objectives of adult education;
- describe the characteristics of adult education;
- discuss the need and importance of adult education;
- analyze the problems of adult education; and
- outline the ways of solving the problems of adult education.

13.2 INTRODUCTION

Both ‘adult’ and ‘education’ are familiar terms for you. But you need to understand, as a concept, what does ‘adult education’ mean? Education is a life-long process. It starts at womb and lasts till death. It implies that education is not restricted on the basis of age. So, in this unit you will learn about the education for the adults—its concept, characteristics and objectives. You will also study the need and importance of adult education and discuss the problems and prospects of adult education.

13.3 CONCEPT OF ADULT EDUCATION

Education is a lifelong and continuous process. It starts from birth and continues till death. The basic aim of education is to develop the individual's innate power, develop their physical, mental, moral, spiritual and emotional ability. Human life has four stages: infancy, childhood, adolescence and adulthood. The education which provides for development of an adult's talent and expertise at work is known as adult education. Regarding the concept of adult education, S.N. Mukherjee said, "Adult education may be defined very broadly so as to include all instruction, formal or informal, to adults." According to K. G. Saiyeden, "Adult education includes political and civil as well as moral education." All these definitions indicate that the concept of adult education is very comprehensive both in terms of content and ways of delivery. However, a widely accepted and very comprehensive definition of adult education is given by UNESCO. The General Conference of UNESCO (UNESCO, 1976) comprehensively defines adult education as the "entire body of organized educational processes, whatever content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their attitudes or behaviour in the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development." If we analyze this definition, we find the following essential elements in it:

i) It includes all organized educational processes.
ii) It encompasses all content, levels and methods.
iii) It includes formal or non-formal education for adults.
iv) It prolongs or replaces initial education in schools, colleges and universities.
v) It develops abilities, knowledge, attitudes and behaviours.
vi) It develops adults in two-fold manner—full personal development and participation in development process.

Regarding the education of adults, a number of terms are used like adult literacy, functional literacy, adult education and social education. In India, adult education has been closely linked to literacy (it may be because of the huge illiteracy rate, mostly of the adults). It means that many a time, literacy drives and missions have been understood as adult education programmes. To achieve this goal of achieving 100% literacy rate, we need not only the formal level of education but also adult education—a form of non-formal education. Adult education was first initiated in India by the National Fundamental Education Centre (NEFC) set up by the Government of India in 1956. Later, the Centre was renamed as Department of Adult Education and made part of the National Institute of Education under National Council of Educational Research & Training in 1961. With increased thrust of Government of India on adult literacy programmes, Department of Adult Education was separated from NCERT and given an independent identity in the year 1971. For some time, it was known as Directorate of Non-Formal (Adult Education) and later renamed as Directorate of Adult Education.

13.4 CHARACTERISTICS OF ADULT EDUCATION

As you have gone through the concept of adult education, let us now look at its characteristics. Actually it is a little difficult to define its characteristics specifically because of the dynamic nature of adult education. However, in general, the characteristics of adult education may be explained in the following points—

- **Purposive:** Adult education is always designed with some purpose on the basis of the requirement of the context. Without purpose it does not have any existence. It is directed by the goals set by adults for themselves, or by others for them, and helps in achieving them.
- **Dynamic and Contextual:** Adult education is very dynamic in its nature in the sense that its objectives, role, purposes, characteristics and functions are contextual. The objectives, nature and types of adult education would vary from culture to culture according to the requirements of the context.
- **Need-Based and Problem-Oriented:** Adult education takes into

account the dominant needs and prevalent problems of the communities and aims at addressing them in effective ways. Therefore, it is need-based as well as problem-oriented.

- **Participatory:** It involves adults at different levels and stages of planning, implementation and evaluation of adult education programmes and activities. This is done to understand their needs and level and also to make the programmes effective.
- **Flexible and Relevant:** In many respects adult education incorporates the element of flexibility so that the adults would feel convenient and comfortable to acquire education. Also, adult education programme is always relevant to the development of the living and working adults. The adults would not be interested if it is not relevant.
- **Action-Oriented:** Adult education is not simply education for the sake of education. It has practical value. Education for action is the motto of adult education. Because the adults themselves have to act for transforming their own situations or conditions.
- **Development-Oriented:** Adult education is very dynamic and change-oriented, primarily aimed at bringing social, economic, political and cultural transformation of the adults, their society and nation. It promotes rational and informed decision with a view to promote development of individuals, groups, society and nation.
- **Create Awareness:** Adult education helps to enhance the level of awareness and conscientization of the adults and prompts them to action for change. It helps in emancipating or liberating adults from their current problems to handle situations appropriately.
- **Experiential:** Adult education is based upon the experiences of the adults. It is basically conceived and offered taking into account the experiences of adults. The learning experiences designed in adult education are based on the experiences of the adult learners. Their experiences are a resource for adult education.
- **Systematic:** It is a systematically organized process. It requires proper planning, execution and follow up for promotion of more learner-centred educational activities.

13.5 OBJECTIVES OF ADULT EDUCATION

The basic aim of adult education is to provide education for those adult individuals who were deprived of education during their childhood. The purpose of adult education is to increase the literacy rate and to put the illiterate people further on the path of knowledge. The main objective of adult education is to make every person literate with practical knowledge of reading, writing and arithmetic. The objectives of adult education are as follows—

- To make the illiterate people literate
- To improve the economic conditions of people and helping them to become economically independent
- To develop social values among the masses
- To help the people to solve different problems of life
- To give the basic knowledge on health
- To help the illiterate people to adjust in the different situations of the society
- To give the adults knowledge on social environment
- To inculcate interest on art, culture and aesthetic sense
- To give knowledge on agricultural and industrial work
- To give knowledge to utilise the leisure time properly
- To foster the feeling of cooperativeness, brotherhood and national and emotional integration
- To impart knowledge of democratic values, civic rights and duties



CHECK YOUR PROGRESS

Q. 1: Which organization initiated adult education in India?

.....

.....

Q. 2: State one definition of adult education.

.....

.....

Q. 3: Why adult education is called dynamic in nature?

.....

.....

13.6 SIGNIFICANCE OF ADULT EDUCATION

Till now you have gone through the concept, characteristics and the objectives of adult education. But have you thought why adult education is necessary? To develop the nation as a whole, it is necessary to provide education for all irrespective of caste, colour, creed, sex, religion etc. So, it is important to ensure that even the adults, particularly those who were deprived of education during their childhood, get the opportunity to receive education. Adults form a large portion of the whole population who are contributors to the developmental processes. It is very essential to address the diverse issues and problems in different spheres of life—social, economic, cultural, political, environmental, health, developmental, etc. Adult and lifelong learning is the only solution to survival, growth, development and welfare of individuals, societies and nations at large. The significance of adult education are discussed in the following points—

1. Adult education is essential to impart the knowledge of standard of living and understand the different ways of economic independence.
2. To impart the knowledge of democratic outlook, political consciousness, civic rights, duties and responsibilities, adult education is essential.
3. To foster the feeling of emotional and national integration, cooperativeness and internationalism to adults, it is essential to provide adult education. It is also needful to provide the knowledge of equality, fraternity, brotherhood, social justice etc. to adults.
4. To eradicate the traditional outlook, superstitions, conservative attitude etc. from the mind of uneducated adult people and develop a scientific and positive attitude towards modern science and technology, adult education is essential.
5. Adult education is also important to impart the knowledge of activities and practices that promote good health and healthy living.

6. One of the important causes of the increasing rate of population is the lack of education of the people. Therefore to create awareness and develop knowledge about population explosion among the adults, adult education is very much essential.
7. It is essential also to acquaint the adults with present situation of globalised society.
8. Adult education is needed to implement the Government of India's policy of 'Education for All'. Because adults cannot be excluded from 'All'.

The Kothari Commission put forward the following reasons for the need of educating the adults:

i. For making democracy successful;
ii. For ensuring economic progress and prosperity;
iii. For checking population growth;
iv. For preparing intelligent citizens of sound character and inculcating a sense of discipline and ability to participate effectively in security measures;
v. For widening the intellectual horizon so as to fight the evils of regionalism and communalism;
vi. For sharpening the aesthetic sensibility of adults so as to fight dirt, illness and disease;
vii. For setting the cultural tone of the community so as to be able to resolve quarrels and strife by mutual discussion, to usher in an era of peace and harmony all round; and
viii. For enabling adults to use their leisure profitably.

So, we can see that for the development of a nation in all the aspects, adult education is a crucial contributor. No society can develop by neglecting a large portion of its population, i.e. the adult population.



ACTIVITY 13.1

Write a note on the significance of adult education in your district. Give suitable examples.

13.7 PROBLEMS OF ADULT EDUCATION

The difference between general system of education and adult education is that the latter deals with adult learners, particularly those with lots of responsibilities other than their education. Adult education is a form of non-formal education. While providing adult education, the characteristics of adult learners are to be kept in mind. For instance, they are matured, they prefer learning by experience, seeking relevance of the learning, prejudices, technological impediments, etc. Therefore, it is different from the general system of education. There are many problems and challenges in carrying out adult education programmes. The problems of adult education may be summarised as follows—

1. **Lack of proper planning:** As mentioned earlier, adult education is a systematic process and requires proper planning. But there is a lack of proper planning in adult education which brings obstacles in achieving its goals.
2. **Lack of suitable curriculum:** There is a lack of suitable curriculum for adult education. The curriculum for adults has no systematic principle as there is no specific subject or topics for teaching. Moreover, making the curriculum relevant for the adults is challenging. Without relevant content, adults are least motivated to learn anything.
3. **Inadequate textbook and teaching-learning materials:** There are no textbooks for adults that are based on simple language and suitable for developing the ways of socio-economic condition of adults. Moreover, it is difficult for the adults to manage library time for reading magazines, journals, newspapers, etc.
4. **Problem of method of teaching:** Lack of a suitable teaching method is one of the problems of adult education. The method of teaching for adults should be such as that can motivate them and address their diverse needs. Therefore, importance should be given on teaching through different methodologies and the use of teaching aids like radio, television, storytelling, map, chart, etc.
5. **Dearth of teachers:** Lack of trained teachers for adult education is

another important problem. The teachers who are appointed in adult education are not trained in the suitable method of teaching of adults. They have also no knowledge of psychology of adults.

6. **Problem of administration:** Administration of adult education is difficult as there is no universal principle to implement adult education programme. It requires very meticulous planning. Its implementation is difficult because the target groups are diverse in nature and there is a lot of uncertainty.
7. **Lack of motivation:** It is very difficult to motivate the adults to enrol and retain themselves in adult education programmes due to lack of motivation. Many factors pose as obstacles like domestic responsibilities, shyness, hesitation, transportation and communication problems, and lack of time etc.
8. **Conservative attitude:** Some adults do not participate in adult education programmes only because they do not want to accept changes due to their conservative attitude. They do not encourage the modernization and development of science and technology.
9. **Problem in adult women education:** Education for adult women is far more difficult than that of men. The attitude of the family members as well as the woman herself towards adult education remains negative. Also, it is more difficult for a woman to take time out for her education, priority being domestic and other responsibilities.
10. **Inadequate efforts of the Government and other agencies:** The Central Government has shifted the responsibility of adult education to the State government. Other agencies like NGOs, members of educational agencies etc. are not interested in the expansion of adult education.

13.8 WAYS FOR OVERCOMING THE PROBLEM OF ADULT EDUCATION

As there are problems in adult education, there are ways to overcome these problems too. The different ways for solving the problems of adult education are as follows—

1. The Government should take the effort to involve voluntary agencies in adult education.
2. The content of the curriculum of adult education should be such that it includes those subjects and topics which are relevant for adults. The curriculum should be need-based of the present society.
3. The method of teaching should be based on psychological principles of the adults.
4. Importance should be given on improvement of teaching and learning materials of adult education centres.
5. Adult education centres should be established in proper places where there is no problem of transportation facilities.
6. There should be appropriate provision for training of the teachers/ instructors of the adult education centres.
7. Media, posters, wall charts, radio, newspaper, television etc. can play the vital role in educating adults.
8. An effectively functioning network of public libraries is necessary to provide different kind of knowledge to illiterate adult people.
9. Correspondence courses are also essential to provide continuing adult education for those who are located in remote areas.
10. There should be flexibility in timing for attending the classes so that they have adequate choice of timing according to their convenience. Morning and evening institutions or classes in existing adult education institutions may be organised.
11. Community resources like museums, art galleries, exhibitions, zoos, aquariums, extension lectures, seminars, discussion clubs and reference centres etc. should be utilized for the education of adults.
12. Open universities can play a vital role in adult education, as it has the provisions of flexibility in time, curriculum, methods, examination etc. which are important for adult education.

The Government of India has taken various measures from time to time for the development of adult education in the country and to meet the need of 100% literacy. Following are some basic principles of the plan and policy of adult education programme—

- In the year 1959, Literacy Abhiyan was renamed as **Jana Abhiyan** for the first time at Satara district of Maharashtra. The first Plan that was formed in this district is '**Grama Sikshan Mohim" Plan 1961**. The main principles of this plan were—total eradication of illiteracy among the age group of 14-15 years, providing library services & other materials, retention of literacy & bringing about a total development of villagers through social education centres.
- The **Five Year Plans** of India also have taken some steps on adult education. In the First Five Year Plan, a new concept of social education was introduced. The Ministry of Education began to coordinate, guide and give financial aid to the states. In the Second Five Year Plan, Government took the responsibility of training Social Education organisers, producing material for social education, conducting research and providing information to the States. In the Third Five Year Plan, new schemes and projects were taken up. In rural areas, Community Centres, Janata Colleges, Gram Raksha Dals, Farmers' club etc. were started. Emphasis was also given on the training of social education workers, organising seminars, production of literature for neo-literates, public libraries for adults etc. In the Fourth Five Year Plan, programme of functional literacy was developed among farmers, which was to be integrated with plans of increased agricultural production. The term 'Adult education' or 'Social Education' was replaced by 'Adult Literacy' in this plan. The developmental programme on adult education has been taken in the Sixth plan proposals. The Plan includes the following proposals—Farmer's Functional Literacy Project, *Shramik Vidyapeeths* and Adult Education Centres, Adult Education Departments in Universities, the Nehru Yuvak Kendras, National Service Scheme, assistance to voluntary organisations etc.
- The **Indian Education Commission** or the **Kothari Commission, 1964-66** has given more importance on liquidation of illiteracy. The Commission accepted the new concept of "lifelong education." It wrote, "Education does not end with schooling but it is a lifelong process. The adult today has need of an understanding of the rapidly changing

world and the growing complexities of society. Even those who have had the most sophisticated education must continue to learn; the alternative is obsolescence." Kothari Commission has accepted the new concept of Adult Education i.e. Social Education.

The following suggestions are given by the Education Commission on adult education—

i. There should be a nationwide, coherent and sustained literacy campaign with the involvement of agencies at all levels.
ii. Liquidation of literacy from backward areas should be achieved within 20 years (1966-86).
iii. Establishment of library for adult education should be ensured.
iv. Continuing education should be provided.
v. Part time education should be provided to adults.
vi. In order to promote literacy among women, condensed courses for women sponsored by central welfare board should be adopted.
vii. 'Adult Education Board' should be formed in each university.
viii. Special institutions as run by the central social welfare board for adult women should be set up to spread education among the illiterate people.

- In 1969, **National Board of Adult Education** was formed by Central Government of India for the development of adult education. The main principles of this are as follows—
  i. National survey for literacy;
  ii. Expansion of *'Grama Siksha Mahim'* programme, which was taken by the Maharashtra Government;
  iii. Involvement of students in Literacy Abhiyan;
  iv. Expansion of adult education programme through radio.
- The Government of India has given a very high priority to adult education. The **National Adult Education Programme (NAEP)** was launched on 2nd October, 1978 to cover 65 million illiterate persons in the age group 15-35. It emphasized on improvement of socio-economic condition of adult, expansion of women education, involvement of

voluntary agencies with Central and State Government, linking curriculum with the needs of adults, valid evaluation system, organising guidance programmes and research on adult education.

- The **National Literacy Mission (NLM) 1988** was launched by the then Prime Minister, Rajiv Gandhi, on 5th May 1988. The aim of this mission was to achieve the goal of imparting functional literacy to 80 million illiterate persons in the age group 15-35, 30 million by 1990 and an additional 50 million by 1995. The objectives of NLM is not only to emphasise on providing 3Rs (Reading, Writing and Arithmetic) and 3Hs (Head, Heart and Hand) but also increase the functional literacy. To achieve these objectives, the mission has been divided into three levels—national, state and district levels. The aims and objectives of NLM are to attain full literacy, (i.e., a sustainable threshold level of 75 per cent by 2007 and to achieve the above goal by imparting functional literacy to non-literates in the 15-35 age group.)
- The **Total Literacy Campaign (TLC), 1988** is a dominant strategy for eradication of adult illiteracy in India. It was developed in the year of 1988. It constitutes the principal strategy of National Literacy Mission (NLM). These campaigns are area-specific, time-bound, volunteer-based and outcome-oriented. The main goals of this campaign are attainment of literacy and numeracy. It forms the different committees for literacy programmes at district, block and village level.
- The **New Education Policy, 1986** took the following measures for improvement of adult education programme:
  i. Establishment of dynamic and continuous educational centres in rural areas
  ii. Improvement of textbooks, libraries and laboratories
  iii. Expansion of adult education through different agencies of mass media like radio, television, cinema etc.
  iv. Importance on distance education
  v. Acceptance of need-based vocational educational plan
- A centrally sponsored scheme named **Saakshar Bharat Mission** was launched in 2009. This programme goes beyond the 3Rs (Reading, Writing and Arithmetic). It also seeks to create awareness of social

disparities and a person's deprivation on the means for its amelioration and general well-being. One of the basic objectives of this programme is to achieve 80% literacy level at national level, by focusing on adult women literacy. The four main objectives of this programme are—to impart functional literacy and numeracy to non-literates; to acquire equivalency to formal educational system; to impart relevant skill development programmes; and to promote a learning society by providing opportunities for continuing education.

- The **New Education Policy 2020** suggests for strong and innovative government initiatives for adult education - in particular, to facilitate community involvement and the smooth and beneficial integration of technology including an outstanding adult education curriculum framework. The framework would include foundational literacy and numeracy, critical life skills, vocational skills development, basic education and continuing education. Suitable infrastructure will be ensured so that all interested adults will have access to adult education. The instructors/educators of adult education will be trained by the national, state and district level resource support institutions. This Policy recommends that all communities and educational institutions—schools, colleges, universities and public libraries—will be strengthened and modernized.



LET US KNOW

Functional Literacy implies:

- Self- reliance in 3Rs
- Becoming aware of the causes of deprivation and moving towards amelioration of their condition by participating in the process of development
- Skill improvement to improve economic status and general well being.
- Imbibing values of national integration, conservation of environment, women's equality and observance of small family norms etc.



CHECK YOUR PROGRESS

Q. 4: Write any two problems of adult education.

.....

.....

Q. 5: Write any two measures of solving the problems of adult education.

.....

.....



ACTIVITY 13.2

Assess the educational needs of the adults of your surroundings and accordingly make an adult educational plan for them.



13.9 LET US SUM UP

- The education which provides for development of the adult's talent and expertise at work is known as adult education.
- Regarding the education of adults, a number of terms are used like adult literacy, functional literacy, adult education and social education.
- Adult education was first initiated in India by the National Fundamental Education Centre (NEFC) set up by the Government of India in 1956.
- Adult education is purposive, dynamic, contextual, need and problem based, participatory, flexible, relevant, action-oriented, development-oriented, experiential and systematic in nature.
- The basic aim of adult education is to provide education for those adult individuals who were deprived of education during their childhood.
- The objectives of adult education are to make the illiterate people literate, to improve the economic conditions of people, to develop social values, to help the people in problem solving, to give the basic

knowledge on health, to help people to adjust, to give knowledge on social environment, to inculcate interest on art, culture and aesthetic sense, to give knowledge on agricultural and industrial work, to give knowledge to utilise leisure time, to foster the feeling of cooperativeness, to impart knowledge of democratic values, civic rights and duties.

- Adult education is significant as adults form a large portion of the whole population who are contributors to the developmental processes.
- Adult education is essential to impart the knowledge of standard of living, to impart the knowledge of democratic outlook, to foster the feeling of emotional and national integration, to develop scientific attitude, to impart the knowledge of good health and healthy living, to create awareness and develop knowledge about population explosion, to acquaint with the globalised society, to implement the Government of India's policy of 'Education for All'.
- The problems of adult education include—lack of proper planning, lack of suitable curriculum, inadequate textbook and teaching-learning materials, problem of method of teaching, dearth of teachers, problem of administration, lack of motivation among adults, conservative attitude, problem in adult women education and inadequate efforts of the government and other agencies.
- To solve these problems, various measures can be undertaken which may include involving voluntary agencies in adult education, making the curriculum relevant for adults, taking care of psychology of the adult learners, developing adequate teaching and learning materials, providing adequate training to the teachers/instructors of the adult education, appropriately using teaching aids and media, providing library facilities, providing correspondence courses, providing adequate choice of timing according to their convenience, using community resources, more access to open universities etc.
- The Government of India has taken various measures from time to time for the development of adult education. Some of them are—Jana Abhiyan (1959), Grama Sikshan Mohim" Plan'1961, various

provisions made in the five Year Plans, formation of the National Board of Adult Education (1969), launch of National Adult Education Programme (NAEP), 1978, National Literacy Mission (NLM) 1988, Total Literacy Campaign (TLC), 1988, Saakshar Bharat Mission, 2009.

- The New Education Policy 2020 suggests for strong and innovative government initiatives for adult education - in particular, to facilitate community involvement and the smooth and beneficial integration of technology including an outstanding adult education curriculum framework.



13.10 FURTHER READING

1) Dutta, A. and Sonowal, P. (2007). *Samasamayik Bharatiya Sikshar Samasyat Dristipat.* Golaghat :Saraswati Prakashan.

2) Kochhar, S.K. (2004). *Pivotal Issues in Indian education.* New Delhi: Sterling Publishers.

3) Shah, S. Y. (Ed.) (1989). *A Source Book on Adult Education*. New Delhi: Directorate of Adult Education.

4) Sharmah, S. (2012). *Problems and Issues in Indian Education*. New Delhi: Vikash publishing House Private Limited.



13.11 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: National Fundamental Education Centre (NEFC)

Ans. to Q. No. 2: UNESCO defines adult education as the “entire body of organized educational processes, whatever content, level and method, whether formal or otherwise, whether they prolong or replace initial

education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their attitudes or behaviour in the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development."

Ans. to Q. No. 3: Adult education is dynamic in nature as its concept, objectives, characteristics, roles, functions, etc. are contextual. They vary from culture to culture based on the requirements of the adults of that community.

Ans. to Q. No. 4: The two main problems of adult education are as follows:

(i) Lack of proper planning for adult education.

(ii) Lack of proper planning for achieving the goal of adult education is another important problem of adult education.

Ans. to Q. No. 5: Two measures may be as follows:

(i) The Government should take the effort to involve voluntary agencies in adult education.

(ii) The content of the curriculum of adult education should be in such a way that it include those subjects which will be needful for adult. The curriculum should be need based of present society, functional literacy and scientific.



13.12 POSSIBLE QUESTIONS

(A) Short Questions (Answer each question in about 150 words)

Q. 1: What is meant by adult education?

Q. 2: Why is it necessary to incorporate flexibility and relevance in adult education?

Q. 3: State the objectives of adult education.

Q 4: How does conservative attitude of people affect adult education?

(B) Long Questions (Answer each question in about 300- 500 words)

Q. 1: 'Adult education is sine qua non for development.' Justify the statement.

Q. 2: Discuss the recommendations of Indian Education Commission (1964-66) regarding expansion and improvement of adult Education.

Q. 3: Discuss some measures to solve the problems of adult education.

Q. 4: Give an account of the initiatives taken by the Government of India for adult education.

*** ***** ***