NATIONAL EDUCATION POLICY -2020

POSITION PAPER ON
ADULT EDUCATION AND
LIFELONG LEARNING

“BASIC LITERACY, EDUCATION AND LIVELIHOOD SKILLS –
THE BASIC NEED AND RIGHT OF EVERY CITIZEN”
# ADULT EDUCATION AND LIFELONG LEARNING

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SUMMARY OF THE POSITION PAPER

- Acquiring Basic Literacy, Education and Livelihood Skills is the basic need and right of every citizen. Basic literacy enhances the demand for Education and facilitates constructive social change. Total literacy can be achieved by a State only through efficient and innovative efforts coupled with modern technology to be provided by the government.
- The framework of NEP consists of 5 programs: 1) Foundational Literacy and Numeracy 2) Critical life skills 3) Basic Education 4) Development of Vocational skills and 5) Continuing Education. The required budgetary provisions are to be made in the State budget. The Directorate of Mass Education may be allowed to continue along with separate C&R rules.
- Since the beneficiaries of the Adult Education and Lifelong Learning proposed in NEP-2020 include adolescents, youngsters, and adults the programme title ‘MASS EDUCATION’ seems to be more appropriate than Adult Education.
- It is most desirable to implement the program through Loka Shikhana Samithiin collaboration and coordination with the NGOs and CBOs including the People’s representatives.
- Establishment of ‘Lok Shikshana Kendras’ at grass root level is essential for Lifelong Learning. Schools, school complexes and public buildings with basic amenities may be used appropriately.
- ‘Literate Family-Abhiyan’ may be started and make necessary arrangements to convince the literate members of the family to accept the responsibility of making the non-literate members of the family literate on priority.
- It is necessary to organize neo-literate into active groups and make them think about the retention of literacy skills and also about their own development in an organized manner.
- Selection of efficient volunteer trainers for basic literacy is very important.
- There is a need for training to impart professionalism (knowledge, skill, and constructive and innovative basic techniques among officers and functionaries (mainly Preraks).
- It’s essential to pay the Honorarium to Literacy Functionaries based on their living expenses and executive responsibilities.
- The State Resource Center which has been contributing significantly in the preparation of Teaching and Learning materials, Training and Research in the field of Adult literacy must be rejuvenated.
- It’s essential to monitor the program digitally for the benefit of recognizing the strengths and challenges and take remedial measures to overcome challenges and to provide progress reports qualitatively and effectively.
- Adult Education and Non-Formal Education are the responsibility of local bodies as per the 73rd Constitutional Amendment. Hence, sufficient budgetary provision should be made in the annual and midterm fiscal plan of Local bodies in order to achieve Total Literacy and to facilitate Lifelong Learning.

NEP-2020 aims to bring the non-literate into the world of Literacy and Development. Multifaceted approach is required to move from Basic Literacy to Continuing education. Adult Education is not mere learning of letters. It is a platform to improve the standard of living while acquiring general knowledge. It is also a process of building and developing Human Resources. It is an excellent opportunity to utilize the vast human resources in a constructive manner.

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Adult Education and Lifelong Learning -Position Paper

1. Introduction

"Education for All " is the Global slogan for decades. Its aim is to ensure that the children and all young adults are not left out of the education system and are included in the process of education while meeting their essential learning needs. Yet ‘Education for All’ has not been achieved till date. Moreover, non-literacy is one of the impediments in the development process. It is understood that the human development is not possible till the eradication the illiteracy. Hence, it is significantly important to educate the non-literate youths and adults in the development process.

1.1. Global Literacy Scenario

UNESCO has been striving continuously for the past 50 years to prevent global illiteracy, and to achieve equality in education, without gender, class and regional discrimination. But, till date total literacy at global level has not been achieved. The global literacy stands at 86% and global female literacy is 82.7%. The total number of non-literates in the world is 750million out of whom 277 million are men and 473 million are women. Among them 105 million persons are in the age group of 15-24 years who do not even possess the basic literacy skills. 258 million children and young adults are out of the purview of primary and secondary education. Unless we provide the required literacy to these non-literates the development cannot be achieved.

1.2. National Literacy Scenario

At the time of independence 86% of the Indian population were non-literates. A variety of adult Education programs were launched in the country to eradicate illiteracy. As per 2011 census the literacy rate stood at 74.04% while the male literacy rate is 82.14% and the female literacy rate is 65.46%. The decadal growth is 9.21%. While the male literacy increased by 6.88% and female literacy rate grew by 11.79%.

Though overall literacy rate increased there is no substantial decrease in the non-literate population in the country. The number of non-literates in the age group of 15+ years stood at 25.76 crore out of whom 9.08 crore are males and 16.68 crore are females. In all 35% of the world’s non-literates are Indians. Illiteracy is a very big problem in India and a big hurdle in the human development. It is an impediment in the holistic development and hence needs serious attention.
National literacy rates as per 2011 Census

<table>
<thead>
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<tr>
<td>Total literacy</td>
<td>74.04</td>
</tr>
<tr>
<td>Male</td>
<td>82.14</td>
</tr>
<tr>
<td>Female</td>
<td>65.46</td>
</tr>
<tr>
<td>Urban literacy</td>
<td>84.98</td>
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<tr>
<td>Rural Literacy</td>
<td>68.91</td>
</tr>
<tr>
<td>Rural male</td>
<td>78.57</td>
</tr>
<tr>
<td>Rural female</td>
<td>58.75</td>
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<tr>
<td>ST literacy</td>
<td>58.96</td>
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<td>SC literacy</td>
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1.3. Literacy Status of Karnataka State

The literacy rate in Karnataka as per 2011 census is 75.36% out of whom male literacy is 82.47% and female literacy is 68.08%. The progress in Karnataka is low when compared to 35 states and union territories. In 2001 Karnataka ranked 21 and in 2011 census the position has gone down to 23. The number of 15+ non-literate is 1.26 crore out of whom 44.97 lakh are men and 81.78 lakh are women. 57.32 lakh persons have been made literate through different literacy programs as of 2011. However, these figures indicate that there is a lot to be achieved. An efficient program quality education with the support of every member of the society is needed to achieve 100% literacy.

Literacy rates in Karnataka - 2011 census

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<tr>
<td>Total literacy</td>
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<tr>
<td>Male</td>
<td>82.47</td>
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<td>Female</td>
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<td>Urban</td>
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<td>Rural</td>
<td>68.73</td>
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<tr>
<td>Rural male</td>
<td>77.61</td>
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<tr>
<td>Rural female</td>
<td>59.71</td>
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</table>

1.4 Gap in Literacy

A close look at the national and State literacy rates one can find three types of Gaps in them.
1.4.1 Regional Gap

The study of literacy rates of different states of India and the literacy rates of different districts in Karnataka state show regional gaps in literacy rates. For instance, the Kerala state literacy rate is 93.91% whereas in Bihar state it is 63.82. Similarly, the literacy rate of Dakshina Kannada district is 88.57% while the literacy of Yadagir district is only 51.83%. Similarly the difference between Urban and rural literacy rate is 17.5%.

1.4.2 Social Gap

The gap between literacy rate of Karnataka as a whole (75.4%) and literacy of SC(65.33) is 10% and that of ST(62.08) is 13.52%.

1.4.3 Gender gap.

The gap between male (82.1) and female (65.4) literacy rates at national level is 16.4% and in Karnataka the gap is 14.7%. Reducing this gap is to be taken up on top priority to achieve total literacy.

1.5 Evolution of the Concept of Adult Education.

1.5.1. Concept.

The word ADULT EDUCATION was first used in English in 1851. Some changes took place in the beginning of 20th century. The adult education was imparted through night schools. It was like the British adult education school. The struggle for freedom movement was also a big and most successful adult education movement. The freedom fighters were running night schools and summer camps for political education. The adult education was one of the components of the rural development and other development programs of Mahatma Gandhi.

After the independence the concept of adult education changed. From 1949 till 1966 the concept of Civil Literacy existed accordingly life skill based Social Education program was implemented.

During 1966-77 Functional Literacy based on the vocational skills concept came into existence. Under this program Farmer’s Education, Functional Literacy and Shramik Vidyapeeta schemes were implemented.

From 1978 the concept of Progressive Literacy based on social change came into limeligh. Accordingly, many nationwide literacy movements and programs were implemented.
During the first decade of 21st century, basic literacy and continuing education programs were implemented based on human development concept.

At present the concept of “Sustainable Lifelong Learning” need to be evolved keeping Sustainable Development Goals in mind. The framework of National Education Policy 2020 has brought in this vision

1.5.2 What is Adult Education

The Adult Education means imparting knowledge of letters inclusive of basic literacy, basic education, vocational (Skill)education, equivalency education, physical and psychological development, art, suitable scientific knowledge, inclusive of entertainment, along with opportunities for lifelong continuous learning to adults of age 15+ who are deprived of formal education. The main aim and goal of literacy program is to provide basic literacy and opportunity for lifelong learning.

1.5.3 UNESCO Definition

According to UNESCO the Literacy is “the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts”. Literacy is lifelong learning to enhance knowledge and skills of every individual in order to achieve one’s goals in this extensive world.

1.5.4 Importance of Adult Education.

There are a vast number of non-literate, school dropouts, semi literates, who are deprived of learning opportunities. These people do not have opportunities for lifelong learning. Hence there will be uncertainty in their lives. They are incapable of managing their finances, buying the best quality products at suitable rates, procuring loan, job, or filling up of application form to obtain different services. It is difficult for them to read public notices and circulars, to provide quality education to their children, to know their duties and responsibilities, to adjust to the modern-day life. Hence, if basic literacy, basic education is provided along with the opportunities of lifelong learning it will facilitate their personal development. Moreover, it will also enhance human development index.

1.6. Brief History of Adult Education Program in India

Since 1951 the Government of India is implementing a variety of adult education programs to increase the literacy rate. Social Education, Farmers Functional Literacy Project, NAEP-1978, Rural Functional Literacy Program-1986, Total Literacy Campaign, Post Literacy Program of NLM during the last decade of the previous century, Continuing Education Program in the first decade of 21
century (2000-2009), and Sakshara Bharat in the 2nd decade are some important programs.

The adult education in Karnataka has a glorious history. Sir M. Visvesvaraya, the then Diwan of Mysore Kingdom started 7000-night schools in 1912 to eradicate illiteracy. There were mobile libraries and a magazine “Vignana” for promoting science was published. In 1940, the students and professors at Mysore Maharaja College initiated a village rejuvenation campaign which included promotion of literacy. This program gave birth to an organization called “Akshara Prachara Samithi” at Mysore under the chairmanship of Shri B.M. Srikantaiah who was a famous Kannada writer. In 1943 this Samithi started implementing Adult Education Programs under the banner of Samsthana Akshara Prachara Samithi. A weekly magazine ‘BELAKU’ for the benefit of neo-literates, and ‘PUSTAKA PRAPANCHA’ a monthly magazine for general public were published. Later this ‘Samithi’ was converted into ‘State Adult Education Council’ which implemented literacy programs across the State, for 60 years. During this period the council started 18 VIDYA PEETAS, established Pustaka Bhandaras (Libraries) and published neo-literate materials across the state.

From 1978 onwards many projects were implemented in the state under the centrally sponsored National Adult Education Program. From 1990 Total Literacy Campaign and Post Literacy Programs sponsored by National Literacy Mission (NLM), Government of India were implemented and simultaneously the state sponsored program such as Akshara Sene, Akshra Deepa, Kannadanadu-Sakshraadu etc. were also implemented.

During the period 2000-2009 under NLM sponsored Continuing Education Program, 16595 CECs and 1734 NCECs were established in the state. Simultaneously Vayaskara Shikshana Pade, Kalike-Galike, Sakshara Sanmana, Literacy through Students and Suvarna Sakharata Shibira programs were implemented.

Under different programs including Sakshara Bharat program 57.32 lakhs non-literate were provided basic literacy skills during the period from 2009 to 2019 and 3788 Loka Shikshana Kendras were established at Gram Panchayat level.

In accordance with the report of Dr. B.M. Nanjundappa on regional imbalance in the backward taluks, literacy programs for non-literate members of SHGs and slum dwellers in urban areas were conducted simultaneously.

In 2021 ‘PADNA LIKNAA ABHIYAN’ a centrally sponsored program was implemented in 5 backward districts at GPs level and Urban areas which had low literacy rates.
1.7 Adult Education in NEP

Chapter 21 of the proposed NEP relates to Adult Education. Adult Education plays a vital role in achieving ‘Education for All’. The NEP is aiming at achieving an equal and dynamically knowledgeable society providing Quality Education to all. Adult education creates opportunities for lifelong learning besides providing basic literacy. That's why it is suggested that in NEP-2020 adult education curriculum should be developed in 5 widely spread areas. Viz. 1. Basic Literacy and Numeracy 2. Basic Education. 3. Critical life skills.4. Vocational skill development and 5. Continuing Education. For the implementation of an effective and people centric Adult Education program in future, NEP 2020 would provide the roadmap


According to NEP 2020 the state Government has constituted 26 committees for preparing position paper on 26 topics. The 25th committee is on Adult Education and lifelong learning. After DSERT conducted the academic workshop for the preparation of Position paper in SHIKSHAKARA SADANA on 24.11.2021 this committee has held 4 meetings on different dates (1.12.2021, 13.12.2021, 17.12.2021 and 27.12.2021). Different stakeholders of the program such as DAEOs, Program Assistants, and Resource persons were consulted for the collection of information and opinion. Different books on adult education, evaluation reports, research reports and findings, and compendium of guidelines of previous adult education program referred in depth. The position paper thus prepared has been submitted in the online meeting of DSERT headed by the chairperson of the Task force on 23.12.2021. After incorporating the suggestions, the position paper was again submitted for discussion in the online meeting headed by the chairman of the Task Force on 19.01.2022 and 20.01.2022. The paper is again revised as per the suggestions of the meeting and the final draft copy was submitted on 24.01.2022. Afterwards as per the suggestions made in the progress review meeting held under the leadership of hon. Minister for primary and secondary education in Karnataka on 28.01.2022 the position paper is revised again considering the anchor document pertaining to adult education of the guidelines given by the ministry of education and submitted on 10.02.2022.

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2. Relevance

2.1. Sustainable Development Goals

The United Nations General Assembly has setup 17 Sustainable Development Goals (SDGs) or the Global Goals. They are the global action plan for achieving better quality of life for all by 2030. Initiatives have already been taken in this direction. It includes action plan for achieving ‘Education for all’. Providing a well-coordinated, equal and quality education and opportunities of lifelong learning is one of the 17 goals.

All 17 Goals have well defined ‘Targets’ and ‘Indicators’. The 4th Goal under SDGs is ‘Quality Education’ and the targets from 4 to 7 are linked to Adult Education and Lifelong Learning. They aim at providing a coordinated, equal and quality education and opportunity for lifelong learning. The targets and objectives of adult education are as follows.

Enhancement of vocational skills for economic progress (4.4.)

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

Eliminate all discrimination in education (4.5.)

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Universal literacy and numeracy (4.6.)

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

Education for sustainable development and global citizenship (4.7.)

By 2030, ensure that all learners including others acquire the knowledge and skills needed to promote sustainable development, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and impart through education the contributions of cultural heritage to attain sustainable development.

2.2 Lifelong education in Adult Education.

Lifelong education is nothing but up-gradation of knowledge, relating to personal, civil, social, and occupational skills throughout the life.

2.3 Role of Adult Education in Human Development Index
Globally India has been placed at 131st place in HDI-2020. One of the reasons for the lower rank is due to wide spread illiteracy in the country. Adult literacy is considered as one of the factors in deciding HDI. Hence, it is essential to evolve a suitable and effective action plan for Adult education and lifelong learning program.

2.3.1 Strengths and Weaknesses of Adult Education

The strengths and weaknesses of Adult Education program have been highlighted in 80 evaluation reports of Total Literacy Programs of NLM implemented from 1978 onwards. They are listed below:

2.3.2 Strengths

- Participation and enthusiasm of women was good.
- The programs were convenient for the economically weaker sections and SCs and STs
- The method of implementation was convenient for implementation
- The teaching learning materials prepared by SRC were of excellent quality.
- Implementation of the program was excellent in places where vocational skills were provided.

2.3.3 Weaknesses

- Trainings of the functionaries were of poor quality.
- Environment building was poor
- Media support was scant and not up to the required level.
- Since there was a time gap between Basic literacy, post literacy and continuing education, the neo-literates relapsed into illiteracy.
- Literacy achievement was far below the expected level.
- There was no sufficient political and administrative support from the state and Panchayat raj institutions.

Even now the adult education program is facing the same kind of weaknesses. Added to this the adult education is restricted to basic literacy alone. There is no opportunity for Post literacy, stabilization and continuing education. Therefore, those who have acquired basic skills relapse to illiteracy. Training is not considered as an important implementation technique. Even though there is lack of volunteerism, it is still considered as a chief mode of implementation and the program is heavily dependent on volunteer services. Moreover, there is lack of enthusiasm among the learners as well as volunteer teachers. A project for adult education and lifelong literacy that can overcome these challenges is to be effectively implemented.

The weaknesses found in the evaluation reports can be noticed even now. An appropriate solution needs to be evolved while implementing the NEP.

3.1 Important Points.

Chapter 21 of NEP-2020 is related to adult education and lifelong education. The important goals referred are as follows:

- Basic literacy, getting educated, exploring and getting opportunities for livelihood is the fundamental right of every citizen of India.
- Literacy rate, per capita income and GDP are greatly related to each other.
- Management of livelihood finances, filling up of application forms in different situations and daily activities, use of modern technology, awareness of duties and responsibilities, finding opportunities of employment need literacy skills.
- SHG, Community participation and organization are the important principles of success of adult education program.
- Adult literacy increases demand for children’s education.
- The curriculum framework for adult education includes at least five types of programs, (a) foundational literacy and numeracy; (b) critical life skills (c) vocational skills development (d) basic education and (e) continuing education.
- Provide opportunity for adult education and continuous lifelong learning to all the interested adults. Information, Education and Communication system should be made available.
- The program implementation should be through volunteerism or “Each one teaches one” method as a national service.
- Ensure the participation of all the members of the community.
- Create a reading society. Establish digital library, rural reading room, and mobile library.
- Develop software required for adult education.

3.2. Objective

To attain 100% literacy by 2030 and expand Continuing education program.

3.3. Adult Education Curriculum.

The curriculum should be simple, need based and easily implementable in the following five stages suitable to the local art, culture, literature, language, knowledge, interest, customs and habits. Curriculum needs to be developed both at the National and State levels in five stages. 1. Preparation of teaching learning materials, 2. Effective planning, 3. Effective implementation and 4. Monitoring.
3.3.1. Fundamental (Basic) literacy and numerals.

Self-sufficiency in reading writing and numeracy required for day-to-day living.

3.3.2. Critical life skills.

Providing Life skills needed for the modern day living to the neo-literates.

3.3.3 Basic Education

Provide opportunity for formal education equivalent to primary, middle and secondary level through distance education pattern.

3.3.4 Vocational education

Vocational training program for learners, and neo-literates for IGP and increasing standard of life.

3.3.5 Continuing Education

Providing lifelong learning opportunity for the neo-literates and other beneficiaries.

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4. Curriculum Framework of Adult Education  
(In accordance with NEP)

Till now the curriculum framework of Adult Education aimed at providing self-competency in reading, writing, and numeracy besides creating awareness to the adult learners about different subjects and application of the acquired literacy skills and knowledge in their day-to-day life. It aimed at fast and maximum learning in a short period of time. National Values like National Integration, Environmental Conservation, Gender Equality, Small Family Norm, Development of Scientific Temperament and local issues were a part of the Adult Education curriculum limited to Basic literacy. The present NEP-2020 has 5 Programs.

Vision of Adult Education in NEP 2020.

1. “The ability to attain foundational literacy, getting education, and pursuing livelihood skills must be viewed as fundamental rights of every citizen” (DNEP 2019, Introductory paragraph of Chapter 21 p.373-374)

2. “Successful literacy programs not only leads to growth of literacy among adults, but also lead to increased demand for education for all children in the community, as well as greater community contribution to positive social change” (NEP 2020, para 21.3)

3. “Strong and innovative initiatives and strategies by the government are essential for achieving cent percent literacy. Above all facilitation of community involvement and smooth integration of technology are also essential components for achieving 100% literacy” (NEP2020, 21.4).

The present day technology and other media will be used to make Teaching learning more attractive in order to convert “Karnataka state” into “100 percent literate Karnataka” in the coming 5 years and to move ahead towards the personal and all round development of the learners. To increase the number of self-motivated learners.

There is a need for the development of effective curriculum of adult education keeping in mind the previous experiences in Adult Education, the constitutional aspirations, factors affecting success of democracy and the recommendations made in the Draft National Education Policy 2019 and NEP -2020 for the program of Adult Education and Lifelong Learning.

The following curriculum framework for adult education can be prepared keeping in view the guidelines issued by the ministry of education for the preparation of position paper and the anchor document pertaining to adult education.
The curriculum framework for adult education will include at least five types of programs, each with clearly defined outcomes: (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). [NEP 2020, 21.5]

The Curriculum Framework of Adult Education in the present NEP-2020 has 5 types of Programs. The following Curriculum Framework is suggested keeping in mind the aims of the programs:

**Curriculum Framework of Adult Education and lifelong learning**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Program/Duration/Objective</th>
<th>Curriculum/Contents</th>
<th>Implementation/Activities</th>
</tr>
</thead>
</table>
| 1.1     | **Basic Literacy**  
6 MONTHS - 200HRS.  
- Self-competency in Reading, Writing and Numeracy  
- Awareness  
- Functionality | Family and Neighborhood, Dialects and local culture  
Environment, Health and Hygiene  
Legal Literacy, Time, Travel.  
Entertainment, Financial literacy, Digital literacy, National values, Local issues, Interest and Skills  
**Numeracy:**  
1-1000 numbers, note units, Tens, Hundred, Thousand, Simple addition, subtraction, multiplication and division. Sums, The numeracy in Daily life length, Meter, K.M., Area and Volume, Weights and Measures, Time Second, Minute, and Hour, Analog Clock, calendar, date, day, week, Journey tickets, fare and distance, Geometrical shapes, triangle, square and circle. | 1. Literacy primer containing Lessons, and numerals, exercises and units tests  
2. Writing practice workbook  
3. Extracurricular activities like Literacy games, competitions and cultural activities. |
| 1.2     | **Post literacy Program**  
3 months-100 hours.  
Consolidation of literacy Skills | Health and hygiene, Electoral Literacy, Legal Literacy, Disaster Management, Folklore, Entertainment, Financial literacy, Digital Literacy, National Values, local issues, Bank | Post literacy primers  
Writing books  
Introducing different forms and applications and |
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Program/Duration/Objective</th>
<th>Curriculum/Contents</th>
<th>Implementation/ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td><strong>Follow up-Program</strong> 3 months-100 hours-consolidation of literacy skills and improving</td>
<td>Folklore, History, Culture, life history of freedom fighters, personality development, skills needed for present day life, increasing the HDI functional literacy, National Development, Functional literacy, Revision of Post literacy curriculum,</td>
<td>filling them Literacy games Reading clubs Cultural activities Educational tours of local places Reading news papers</td>
</tr>
<tr>
<td></td>
<td>enrollment for continuing Education Program</td>
<td></td>
<td>- 10 neo literate books - writing books - Cross word puzzle - Literacy games / competitions - Reading club - Cultural program - Educational tour - Reading magazines and news papers - Evaluation test</td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Critical Life Skills</strong> Providing life skills required for present day living</td>
<td>Awareness and knowledge of financial literacy, digital literacy, health child education, balanced diet, family welfare, social security and justice hobbies, social participation, liberty, problems and solutions, leadership, effective communication, stress management, critical thinking and decision making, empathy and sympathy, self-awareness development skills.</td>
<td>- neo literate literature -discussion with experts. -information camps -protection of assets of the community Activity.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Basic Education</strong> 3.1 <strong>Equivalency Program</strong> Providing opportunity to neo literates and</td>
<td>Preparation of the curriculum equal to the curriculum of formal education. (Preparation of a need based curriculum equal to the curriculum of NEP)</td>
<td>- 5th standard (Elementary) - 8th standard (Middle) - 10 standards - (secondary) - 12 standards (senior secondary)</td>
</tr>
<tr>
<td></td>
<td>dropout adults of formal education for equivalency education that is equal to preparatory,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>secondary and senior secondary educations</td>
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<tr>
<td></td>
<td>3.2 <strong>Non-Formal Education</strong> Bringing back the adolescent and young adult dropouts of</td>
<td>Preparation of the curriculum equal to the curriculum of formal education</td>
<td>Enrolling the literates of informal education to the appropriate formal school based on their educational qualification</td>
</tr>
<tr>
<td></td>
<td>formal education to an equivalent education system equal to formal education</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4. <strong>Vocational Skill Development</strong></td>
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<tr>
<td></td>
<td>Vocational skill development</td>
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<tr>
<td>Sl. No.</td>
<td>Program/Duration/Objective</td>
<td>Curriculum/Contents</td>
<td>Implementation/Activities</td>
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<tr>
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</tbody>
</table>
|        | The program is designed for the improvement of standard of living and income generation of learners and neo-literates. | electronics, tailoring, embroidery, Beauty parlor, fashion design, computer, automobile repair, mobile handset repair, household articles repair, farm, cottage industry, artisan training bakery, construction, transport, accounts, healthy food preparation and production, agriculture-based jobs, horticulture, animal husbandry, poultry etc. | Based on local demand and job requirement.  
2. Short term courses  
3. Entrepreneurship activities.  
4. Marketing  
5. Local vocational training institutes and state and central institutes providing vocational and life skill trainings established under skill commission should enroll learners and neo-literates.  
Directorate of Mass education to play the role of coordinator. |

### 5. Continuing Education

- Retaining and improving the literacy skills of neo-literates and the other members of the community.  
- Providing opportunities for the lifelong learning.  
- Establishment of one LokaShikshana Kendra in each Gramapanchayat/ward permanently.  
- One full time Prarak (functionary) to be appointed in these centers.

Electoral Literacy, Financial Literacy, Legal Literacy, hygiene, education, sports, entertainment and cultural activities, science and technology, nation building and national development, democracy, general knowledge, resources……  
Our nation, our state, our language, history, geography, our environment, fundamental rights, and duties, disaster management, organic farming, government schemes, conservation of sources of water, weather/forecast  
**Short Time Courses:**  
Health related knowledge, food and balanced diet, conservation of water, AIDS/STD, consumer awareness, classical music, dance, yoga, naturopathy, bad habits and their effect, savings and investment, first aid.

1. Library.  
2. Mobile library  
3. Reading room  
4. Information center  
5. Discussion and resolution of local issues  
6. Entertainment  
7. Sports  
8. Cultural activity  
9. Demonstration and practice of technology  
10. Health checkup camps  
11. Awareness of environment  
12. National festivals  
13. Vocational training  
14. Shramadana  
15. Self-help groups  
16. Educational tours  
17. Convergence of developmental programs  
18. Celebration of International, national and state days.
Anchor-2:

Flexibility in curriculum framework

“All parts of the framework will be flexible enough to accommodate local needs (including employment needs), with a clear view also to incorporate local art, literature, language, culture, knowledge, interests, and customs”. [DNEP 2019, P 21.1.2]

All parts of the curriculum framework are to be matched with the local needs (including the employment requirement) i.e., local art, literature, language, culture, interest and customs. The curriculum of ANCHOR-1 is framed based on these points. It is pointed out in the recommendations that basic literacy should be based on local and tribal languages. It is important to publish the neo literate material based on local art, customs, culture and supply them to the libraries in order to stabilize the literacy skills of the learners and neo-literate. The teaching learning materials and neo literate materials presently available should be supplied to learning centers and ‘Loka Shikshana Kendras’.

Anchor-3:

Access to quality teaching-learning materials

“Improving the availability and accessibility of books is essential to inculcating the habit of reading within our communities and educational institutions. This Policy recommends that all communities and educational institutions - schools, colleges, universities and public libraries - will be strengthened and modernized to ensure an adequate supply of books that cater to the needs and interests of all students, including persons with disabilities and other differently abled persons. The Central and State governments will take steps to ensure that books are made accessible and affordable to across the country including socio-economically disadvantaged areas as well as those living in rural and remote areas. Both public and private sector agencies/institutions will devise strategies to improve the quality and attractiveness of books published in all Indian languages. Steps will be taken to enhance online accessibility of library books and further broad basing of digital libraries. For ensuring vibrant libraries in communities and educational institutions, it will be imperative to make available adequate library staff and devise appropriate career pathways and CPD for them. Other steps will include strengthening all existing libraries, setting up rural libraries and reading rooms in disadvantaged regions, making widely available reading material in Indian languages, opening children’s libraries and mobile libraries, establishing Social book clubs across India and across subjects, and fostering greater collaborations between education institutions and libraries.” [NEP 2020,21.9]

Inculcating community reading habit is very essential. There is a need for
improving the system for providing standard literature books for all including the neo-literate. In this direction there is a need for strengthening of the community and educational (School, college, and university) and public libraries besides modernizing them. sufficient books which will satisfy the desire and interests of students and neo-literate should be provided. And also they should fulfill the needs of physically immobile and differently abled persons. The state and central governments should take measures to supply books to backward, rural, and remote villages all over the country. Quality books are to be published attractively in all Indian languages. Digital library should be established

The following measures are recommended for publishing Quality Books in Karnataka

- Every Grama Panchayat should open at least one Adult Education Center. There should be a library which has books useful to the neo-literate. Every village should have a mini library and a reading room.
- Mobile library and reading room facilities should be made available in the remote and very small villages.
- Separate rack should be maintained for keeping neo-literate books.
- Online facilities should be made available in all the libraries and digital libraries should be established.
- Private publishers should be allowed to publish books useful to students, young and adults on health, education, local subjects, art and culture, folk literature and national values.
- Karnataka has different geographical cultural and linguistic diversity. books using the local familiar word should be published and made available to the Adult Education Center. The diversity of the state will reach everybody.
- In the Past 40 years The State Resource Center, Mysore has published according to the guidelines of NLM. Different literacy primers and more than 800 titles of neo-literate literature. These should be made available to all libraries.
- Centers of higher learning should also join hands in the preparation of quality teaching and learning materials.

Anchor - 4:

Infrastructure requirements

“Suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning. A key initiative in this direction will be to use schools/school complexes after school hours and on weekends and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities. The sharing of
infrastructure for school, higher, adult, and vocational education, and for other community and volunteer activities, will be critical for ensuring efficient use of both physical and human resources as well as for creating synergy among these five types of education and beyond. For these reasons, Adult Education Centers (AECs) could also be included within other public institutions such as HEIs, vocational training centers, etc.” (NEP 2020, 21.6)

Facilities for continuous lifelong learning should be ensured for all adults. Adult Education Centers will be established as far as possible in schools/school complexes after school hours and on weekends and public library spaces. These places which are ICT-equipped when possible, utilized for other community engagement and enrichment activities. In order to ensure the Convergence with the schools, colleges, vocational training centers, and other public institutes the following actions are recommended.

- The Adult education centers are established in primary high schools, public libraries, GP buildings, training institutes and other public buildings.
- The Adult(Mass) Education Centers should be a permanent structure since they must provide opportunities for adult education and lifelong learning.
- The Adult Education Centers should become community learning centers.
- The supply of furniture, Teaching Learning materials, computer, TV, Broad band internet connection to these centers must be ensured.
- At village level Post Literacy Centers, mini reading room and library should be arranged.

Anchor -5:
Suitable instructors/educators

“Third, the instructors/educators will be required to deliver the curriculum framework to mature learners for all five types of adult education as described in the Adult Education Curriculum Framework. These instructors will be trained by the National, State and district level resource support institutions to organize and lead learning activities at Adult Education Centers, as well as coordinate with volunteer instructors. Qualified community members including from HEIs as part of each HEI’s mission to engage with their local communities will be encouraged and welcomed to take a short training course and volunteer, as adult literacy instructors, or to serve as one-on-one volunteer tutors and will be recognized for their critical service to the nation. States will also work with NGOs and other community organizations to enhance efforts towards literacy and adult education.” (NEP 2020, 21.7)
Within the purview of adult education, the adolescents, youths, adults and senior citizen learners are to be provided 5 types of adult education programs as per the curriculum framework. However, method of teaching and learning will differ. Proper coordination needs to be established with the volunteer teachers. The program is to be implemented in collaboration with SHGs and NGOs. Therefore, appropriate training programs are to be organized by the national, state, and district level organizations. The states may also follow the ‘Each one Teach one’ method involving NGOs and other Community organizations in the service to the nation to increase literacy rate.

- One prerak is required for each AEC.
- Foundation Literacy classes to be conducted depending upon the needs of the literates after identifying the voluntary teacher.
- The voluntary teachers who should conduct literacy classes for 1 year should have strong educational background. Retired teachers, ex-servicemen, retired bank staff, retired Government employees, teacher trainees, anganawadi workers, librarians, SHG representatives, volunteer youth, the VTs and Prerak as of previous literacy programs and CEP will be more effective teachers.
- Ensure that the teachers remove the inferiority complex and increase the self-confidence of learners and inspire the learners about the dignity and honor of their jobs.
- Beside teaching letters, the VTs should be capable of developing scientific attitude, love for the environment, capacity to teach history, and conduct positive discussions. totally they should take up activities to bring livelihood skills and personality development of the learners.
- Honorarium may be paid to VTs in places where there is no spirit of volunteerism.

Anchor -6:

Creation of a cadre of qualified and certified Preraks

“A cadre of qualified and certified ‘preraks’ (who manage and teach at the AECs) and adult education instructors (who teach at the AECs) will be created via special training modules conducted by special units dedicated to adult education in BITEs, DIETs, BRCs, and CRCs” (DNEP 2019, P 21.3.1)

It is necessary to identify qualified functionaries and preraks and give them special training for the field work and conducting teaching and learning classes. For the preparation of training modules and training of functionaries’ special cells may be created in CRC, BRC and DIET.
Network of Adult Education Program: A network or the implementation of adult education program is essential. The suggestive structure of the network is explained below:

<table>
<thead>
<tr>
<th>Level</th>
<th>Organization/Department</th>
<th>Academic support</th>
<th>Officer/functionaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>Karnataka State Literacy Mission Authority/ Directorate of Mass Education</td>
<td>State Resource Centre-Karnataka</td>
<td>Director, Deputy Directors and Assistant Directors</td>
</tr>
<tr>
<td>District</td>
<td>District Literacy Mission Authority</td>
<td>AE Special cell of DIET</td>
<td>DAEO/ Programme Assistant.</td>
</tr>
<tr>
<td>Taluk</td>
<td>Block Loka Shikshana Samithi</td>
<td>AE Special cell of the BRC</td>
<td>BRP or any notified taluk level officer</td>
</tr>
<tr>
<td>Village</td>
<td>Learning centers/ Post Literacy Centers</td>
<td>School</td>
<td>VT/ teachers</td>
</tr>
</tbody>
</table>

- **Training:** There is a need for effective training system in the field of Adult Education. Therefore, training of officers and functionaries is to be systematically organized. In order to create a competent and efficient professionalism (Knowledge, skill and creative mindset) a systematic training system is to be integrated. Further, it is necessary to prepare training handbook, training modules and resource materials for this purpose.

- The SRC which has been working efficiently from 1979 in the development of literature, preparation of training materials and conducting training should be effectively involved.

- A certificate course may be started regarding adult education for Preraks. The course should be designed to facilitate capacity building of ‘Preraks’. Besides introducing 5 activities of adult education curriculum mentioned earlier the course should also inculcate the implementation processes, organization and involvement of community, environment building, motivation and role clarity.

**Anchor -7:**

**Participation of community members**

“...all efforts will be undertaken to ensure the participation of community members in adult education. Social workers/counselors travelling through their communities to track and ensure participation of non-enrolled students and dropouts will also be
requested, during their travels, to gather data of parents, adolescents, and others interested in adult education opportunities both as learners and as teachers/tutors. The social workers/counselors will then connect them with local Adult Education Centers (AECs). Opportunities for adult education will also be widely publicized, through advertisements and announcements and through events and initiatives of NGOs and other local organizations.” (NEP 2020, 21.8)

The participation of all community members in Adult Education program should be ensured. Social workers, Counselor, NGO, community-based organization (CBOs), parents, students, retired officials and all those who are interested in adult education can take part in the program. They can involve themselves as VTs, facilitators and in the survey of non-literate. They should be in constant touch with AEC. Wide publicity must be given to ensure the participation of all members of the community. Suitable guidelines should be given for such activities.

**Anchor-8:**

**Involvement of parents of school children in adult education program**

“Parents of school children will be especially encouraged by social workers to join adult education programs so that they naturally can be more involved in their children’s education...Social workers, community organizations, and public service announcements will also invite enthusiastic literate adults to join adult education programs”. [DNEP 2019, P21.4.1]

Social workers must encourage and motivate the students and their parents to join the Adult Education program. This will motivate the parents to take interest in the children’s education. Social workers, community organizations and public announcements and publicity will encourage enthusiastic literates to join Adult Education program. For this purpose, the following activities are suggested:

- Wide publicity to be given for Adult Education program
- Explain the roles of different personnel in the Adult Education program
- Posters and Hand bills and wall writings to be used for developing conducive and constructive mindset.
- Folk art, local talent and culture may be used to explain the importance of literacy.
- Create interest in lifelong learning through Radio, Television, Print and other electronic and social media.
- Social media may be used effectively to create awareness on the importance and advantages of literacy.
Leveraging technology to strengthen and even undertake Adult Education initiatives:

“Technology will be leveraged to strengthen and even undertake the above initiatives. Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed, through government and philanthropic initiatives as well as through crowd sourcing and competitions. In many cases, quality adult education could thereby be conducted in an online or blended mode.” (NEP 2020,21.10)

In order to implement all the above interventions efficiently new technology and software are to be developed. Online lessons, software, satellite-based services, Doordarshan, Radio and mobile apps are to be developed. The following actions can be taken in this regard.

- Make necessary facilities and infrastructure for literacy through computes
- Adult Education primers to be digitalized and animation
- Broadcast and telecast Adult Education lessons.
- Adult Education program to be implemented through mobile apps and modern technology to be used
5. Recommendations for the Implementation of Adult Education

1) ‘Mass Education’ (Nomenclature): All the beneficiaries are of 15 + years age, and include adolescents, youngsters and adults. Hence, it’s appropriate to rename this Adult Education program as ‘Mass Education’. In Karnataka state name ‘Directorate of Adult Education’ has already been changed to ‘Directorate of Mass Education’ from 1989. It is desirable to use ‘Mass Education’ at the district level also.

2) Release Of Grants: A plan is required to make the Karnataka state 100% literate in accordance with the Sustainable Development Goals and provide opportunities for lifelong education. It should be implemented effectively. Hence the grants required for Adult Education and Lifelong Learning activities should be allocated in the budget. According to 2011 census 25% of the population was illiterate. In order to provide learning opportunities for these persons and an equal number of school dropouts the program should be implemented through the 5 activities viz.
   1. Foundational Literacy and Numeracy, 2. Critical Life Skills, 3. Basic education, 4. Vocational Skill development and 5. Continuing Education. Special budgetary provision is to be made in the State budget and with a special attention to get CSR funds at State and District levels.

3) Separate Existence: Formal Education, teaching and the curriculum is based on “Pedagogy” “to help children learn effortlessly based on child psychology. On the other hand, adult education is based on “Andragogy” based on adult psychology. Since the formal education and adult education are based on different psychologies it is not justifiable to implement the adult education program as a part of education department. Hence, separate plan, separate activities, separate plan of action are essential. Therefore, a separate Directorate must be allowed continue.

4) Administrative setup and network: In 1978 separate directorate came into existence at the center and state level to implement the Adult Education program. The continuation of this directorate and a suitable network from the state level to GP level is necessary to effectively implement NEP-2020. Therefore, separate C&R rules are essential. A network of functionaries at village level and ward level in GP and Urban areas respectively is necessary for the implementation of the program of Adult Education and Lifelong Learning.

5) Collaboration of NGOs: Many NGOs are implementing different developmental programs. Adult Education program will be implemented to the non-literates of the groups in collaboration of such groups.

6) Participation of Community Based Organizations: The CBOs which strive for the development of their own community will be involved to make the persons of that community literate.
7) Institutional set up: In NEP2020 the implementation of 5 stages of Adult Education and Lifelong Learning program requires institutional set up at the grass root level. Previously Jana Shikshana Nilaya(1988), Continuing Education Center and Nodal CEC(2000-2009), and Loka Shikshana Kendra (2010-2017) for every 5000 population were established. Similarly, one AEC per GP and in urban areas one AEC for each ward is recommended now.

8) Implementation through committees: Participation of every category of the community is essential for the implementation of Adult Education and Lifelong Learning. Hence, as per the NLM action network the implementation be carried out through NLMA, SLMA, DLMA, Block and GP Loka Shikshana Samithi.

9) Survey: A survey to identify the need for Adult Education is essential for its implementation. Non-literates, semi-literates, and educated adults should be specifically identified. Non-literate survey should be monitored. The state and district level authorities should make field visits and supervise suitably the survey of illiterates. After the survey the needy GP, TP and Districts should be taken up for the implementation of the program based on priority. Special attention should be given to these units.

10) Post Literacy and Follow-Up Activities: The relapse to illiteracy among the neo-literates is a big challenge. To overcome this challenge soon after basic literacy is completed, post literacy program and after that, follow-up activities should be taken up. The activities of continuing education, literacy skill development and follow-up be taken up by encouraging them to register for continuing education activities and to read daily newspapers and periodicals in order to retain the acquired literacy skills should be planned.

11) Learning in the language of the community: There are many local languages. But they do not have scripts of their own. Tribal language is one among them. Tulu, Kodava, Konkani, Lambani, Soliga, Jenukuruba, Siddi and other communities have considerable number of non-literates and for providing opportunities for their learning the primers should be printed in dual language for learning with Kannada to ensure functionality aspect.

12) Literate Family Abhiyan: -A campaign “Every family is a literate family” may be launched to make every family proud. Provision to provide learning opportunities to the non-literates of a family from the literate members of the same family and declare it as Literacy Family. Program to bring the realization that the responsibility of non-literate lies on the literate members of the family.

13) Teaching Kannada to Non-Kannadigas: The migration of people with different mother tongues from other states for business, job, is common. It is desirable to teach them Kannada using adult literacy primers.

14) Neo Literate Association: It is essential to organize the neo-literate groups to help them retain and sustain the literacy skills learnt in the basic literacy and to
enhance their standard of living. Encourage the neo-literates to organize themselves at GP, TP, and District levels and plan for their unified development and alongside they must be encouraged to stabilize the literacy skills in an organized manner.

15) **Basic Education**: Equivalency program consisting of 4 stages to provide opportunities for the neo-literates and primary school dropouts to continue their education is very essential. The following 4 stages indicated under formal education of NEP-2020 may be made available.
   i. 5th standard Equivalency (Preparatory stage)
   ii. 8th standard Equivalency (Middle school stage)
   iii. 10th standard Equivalency (Secondary stage)
   iv. 12th standard Equivalency (Senior secondary stage)

The curriculum development and implementation of 1st and 2nd stage tests, and marks cards management should be authorized through a statutory order in favor of KSLMA and executed accordingly. The exams and marks card distribution of 3rd and 4th stages should be managed by the same institution as in formal education.

16) **Non-Formal Education**: The adolescents and young school dropouts and non-literates should have opportunity to get an equivalent education and join the mainstream of formal education. The curriculum equivalent to the curriculum of formal education should be prepared. The literates of non-formal education should be allowed to join the formal school suitable to the educational abilities.

17) **Vocational Skills**: Most of the beneficiaries of adult education are from below the poverty line families. Therefore, it is very much important to plan income generation activities. Short term training courses are more suitable for them. Providing vocational education along with basic literacy will encourage fast learning. There should be provision to join the vocational training of their choice. Vocational training that helps self-employment are the most suitable of all.

18) **Continuing Education**: A comprehensive plan of the activities of reading room, library, group discussion, information center, cultural center is needed. Non-literate youth and adult literacy, library, reading room and information about different developmental programs and creating awareness in every village and GP should work under the concept of ‘community learning center’ and discuss the of common issues of the community. A single window plan for all developmental program and information should be developed.

19) **Preparation of Teaching Learning Materials**: Different primers needed are to be prepared based on the above curriculum. Primers, writing books, reading exercise books, audio and video lessons environment development literature, training guide book must be written. These should be written keeping in mind the
language, culture, history, national values and local demands of the people of the state.

20) **Effective Planning:** Project should be prepared as per the local demand for the adult education program. It should be implemented with community participation and through local governments (Panchayat Raj Institutions and municipal administrative bodies.) Training should be conducted planning skills and preparation of action plan.

21) **Effective Implementation:** The implementation of the project is as much important as project preparation. The guidelines of implementation should be simple and have easy steps for implementation. There should not be any ambiguity. A comprehensive and effective plan for Adult Education and Lifelong Education should be prepared and implemented.

22) **Accommodation for AEC:** Proper accommodation is required for conducting different activities of Adult Education program. The schools situated in the middle of the village are most suitable. The school complexes should be used to the optimum level. Community halls, Anganawadi buildings belonging to GP, Library buildings can be used for establishing AEC and activities conducted simultaneously the AEC at GP headquarters can be modified into a Community Learning Center.

23) **Honorarium for the functionaries:** The payment of a satisfactory and respectable honorarium based on the cost of living and their responsibilities is essential. Periodical increments, a certificate and a suitable reward is needed. The evaluation report by ISEC, Bangalore on SAKSHARA BHARAT indicates that the literacy volunteers should be paid a respectable honorarium. It is noteworthy to observe the statement made by UNESCO on the ILD-2020. The volunteers are the Heart of the quality learning in adult education and lifelong learning program. Their status should be encouraging, suitable, stable, and respectable. They should be provided good training, adequate honorarium and better opportunities for their future.

24) **Resource Support:** Academic resource support is required for the activities of AE and lifelong learning program. SRCs were established all over the country in 1979 with the purpose. In Karnataka SRC –Karnataka was established in 1979 under the auspices of the Karnataka Adult Education Council Mysore. This SRC has been serving in the in the field of literacy trainings, primer writing Research and supplementary literature multimedia activities, and media material preparation for the past 42 years. The different departments and institutions of Karnataka government have taken up the planning and implementation of their field level programs in partnership and with academic coordination with SRC in designing training, and framing guidelines, resource handbooks audiovisual materials, IEC materials, research studies, evaluation reports, documentation. The
SRC has received the BEST RESEARCH AWARD(1996) and UNESCO-NLM AWARD (2000) in recognition of the significant service in the academic field. After the government dissolved the Mysore Adult Education Council, the SRC is working under the direct control of Directorate Mass Education. The revival of SRC is very essential for the activities of Adult Education and Lifelong Learning program of NEP-2020. The vast experience of SRC in preparation primers, neo-literate literature and Training literature/material, designing of different level trainings, research, and in monitoring is very essentially needed.

25) **Age limit:** in previous literacy programs the non-literate in the age group of 15-35 years were targeted. However, in Sakshara Bharat program implemented in 2009 non-literates of 15+ ages were taken as target. It is appropriate to target non-literates in the age group of 15-50 yrs. Any interested person to learn can be considered. Considering entire community as beneficiaries for awareness and development programs, lifelong learning opportunities should be provided.

26) **Environment building:** A suitable and inspiring environment is very much essential for adult education activities. Local culture-based communication is important. Cultural and Entertainment activities with Folk art, music, and dance, and modern media are to be used. Totally, the adult education should be an upbeat learning ground. Adult Education is not just learning letters. There are many stages in it. Wide publicity should be given to publicize that awareness, awakening, skill and livelihood components are imbibed along with learning. The cooperation of District information and public relations department will be obtained for this purpose.

27) **Monitoring:** Efficient Monitoring systems is essential to know the strengths, weaknesses, challenges, find solutions, and to know the progress of adult education program. A suitable digitized qualitative and quantitative monitoring is required. It is to be undertaken regularly. Monitoring should be done by developing MIS, regular meetings, collecting progress reports in the prescribed formats and field visits. A suitable functionary network is required to be created. A system that responds immediately to the information received should be developed.

28) **Evaluation:** The evaluation of the progress of literacy program may be done in coordination with NIOS as done in the previous programs may be continued. Side by side, every year an external evaluation by an expert evaluation institution may be conducted to find out if the program was conducted as planned.

29) **Documentation:** The Documentation of adult education program is important. Documenting success stories is essential for this. A state level newspaper for neo-literates is required to be published for stabilization of literacy skills, and for the benefit of officials and functionaries. Statistics of progress should be suitably digitized. A dashboard for statistics also is needed to be developed.
30) **Research:** The research is required for planning new activities, to find out the field requirements, to identify challenges, and to indicate the solutions in the field of adult education. Action Research is required to be done.

31) **Neo-literate literature:** publishing of reading books for neo literates is essential for retention, enhancing, and stabilizing the literacy skills gained in the basic literacy program. Previously the Adult Education Council had published a neo literate weekly magazine BELAKU in Kannada. The neo literates require such a periodical. Moreover, it is suitable to publish a state level journal for the field staff, functionaries and officers working in the field of adult education.

32) **Convergence:** The cooperation of other development departments is essential since the Adult Education and Lifelong Learning program is being implemented for the entire community including non-literates and neo literates.

33) **Role of local governments:** The decentralized system of ZP, TP and GP and city corporations, town municipalities, Town Panchayats, and other should provide the required support and cooperation like other development programs. **Adult Education and Non-formal Education** is the primary responsibility of local body as per the 73 constitutional amendment. Therefore, they should have the major role in the implementation of the adult education and lifelong learning program. The adult education and lifelong learning program should be included in their annual budget and midterm fiscal plan.

34) **Use of Modern technology:** audio video equipment and social media should be used appropriately.

**Conclusion:**

NEP-2020 is an important attempt to achieve “Education for All” at the global level to bring all the non-literates to the world of literacy and development. It represents the academic responsibility of eradication of illiteracy while acknowledging the results of previous literacy programs. Today we must move from basic literacy to multi directional continuing education activities. Different modern technical knowledge needs to be used suitably. Adult Education is not only learning of letters but also a platform to gain livelihood skills while improving the standard of living. Similarly, it is a process of improving and developing human resource. It is an opportunity to utilize vast human resource constructively and to ensure their development. In this way, the national and state development can possibly be achieved. Adult education program is the foundation to achieve Sustainable Development and to ensure “NOBODY IS LEFT BEHIND”.

*****
Reference Materials

5) Saksharathegagi Vinutana Hejjegalu (A documentation on Innovative efforts for Literacy in Karnataka), State Resource Centre-Karnataka, Mysore, 2008
6) Evaluation of Saakshar Bharat Programme, ISEC, Bangalore
8) National Education Policy-2020
10) UN Sustainable Development Goals website
11) UNESCO Website
## Annexure

### 1. Decennial growth of National literacy Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Literacy%</th>
<th>Male Literacy%</th>
<th>Female Literacy %</th>
</tr>
</thead>
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<tr>
<td>1951</td>
<td>18.33</td>
<td>27.16</td>
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<tr>
<td>1961</td>
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</tr>
<tr>
<td>1971</td>
<td>34.45</td>
<td>45.96</td>
<td>21.97</td>
</tr>
<tr>
<td>1981</td>
<td>43.57</td>
<td>56.38</td>
<td>29.76</td>
</tr>
<tr>
<td>1991</td>
<td>52.21</td>
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<td>39.29</td>
</tr>
<tr>
<td>2001</td>
<td>65.38</td>
<td>75.85</td>
<td>54.16</td>
</tr>
<tr>
<td>2011</td>
<td>74.04</td>
<td>82.14</td>
<td>65.46</td>
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</table>

### 2. Growth of Karnataka State literacy rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Literacy%</th>
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<th>Female Literacy %</th>
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<tr>
<td>1971</td>
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<td>24.56</td>
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<tr>
<td>1981</td>
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<td>33.17</td>
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<td>1991</td>
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<tr>
<td>2001</td>
<td>67.04</td>
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<td>57.45</td>
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<td>2011</td>
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<td>82.47</td>
<td>68.08</td>
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### District wise Literacy rates of Karnataka – 2011 census

<table>
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<th>Sl.No.</th>
<th>Name of the District</th>
<th>Total %</th>
<th>Male%</th>
<th>Female%</th>
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<tr>
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4. Growth of Population and Literacy Rates in Urban and Rural Areas

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<th>Total Female</th>
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**Growth of Population and Literacy Rates in Urban and Rural Areas**

- **Male and Female Population and Literacy Rates**: Urban + Rural

**Direction of Observation**: Literacy Rate, Male Education, Female Education

**Note**: Population data (2011 Census)
<table>
<thead>
<tr>
<th>Name</th>
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<th>Height</th>
<th>Weight</th>
<th>Smoker</th>
<th>Alcohol</th>
<th>Exercise</th>
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</thead>
<tbody>
<tr>
<td>Dr. T. Venkatesha</td>
<td>M</td>
<td>50</td>
<td>170</td>
<td>70</td>
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</table>

- **Male**: 56
- **Female**: 0

**Total Population**: 56

**Male Literacy**: 

**Female Literacy**: 

**Percentage Male Literacy**: 

**Percentage Female Literacy**: 

**Male Literate Population**: 

**Female Literate Population**: 

**Total Literate Population**: 56

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