

# NEP 2020's Commitment to Adult Education: Educating Every Citizen, Building the Nation

Asit Panda

Associate Professor, Department of English, Belda College, Vidyasagar University, West Bengal, India  
asitpanda23@rediffmail.com

Received: 11 Mar 2024, Received in revised form: 13 Apr 2024, Accepted: 19 Apr 2024, Available online: 25 Apr 2024

## Abstract

*The educational landscape of India has undergone a substantial transformation as a result of the implementation of the National Education Policy 2020, which has significantly transformed India's educational landscape. The National Education Policy 2020 has accounted for the illiterate segment of the Indian population, implementing novel strategies to educate them. This is in addition to the numerous innovative proposals that have been taken into consideration for the development of school education and higher education in India. This strategy has accurately recognized the crucial roles that adult education and lifelong learning play in an individual's development and the advancement of society. The National Education Policy (NEP) 2020 places emphasis on the relevance of these two forms of education to remove the evil of illiteracy from India's society, thereby facilitating the country's progress towards becoming a developed nation. The objective of this article is to analyze the vision of the policy, the tactics for the effective execution of the policy, and the potential effects that the policy may have on the community and the citizens of the area. In addition, the purpose of this article is to highlight the most significant potential obstacles that might stand in the way of the successful implementation of the goal of National Education Policy 2020 for adult education and lifelong learning.*

**Keywords—** adult education, lifelong learning, NEP 2020, developed nation, community-based learning, economic empowerment.

## I. INTRODUCTION

The bedrock of a prosperous nation is an educated populace. Evidence from throughout the world provides testimony to the fact that literacy rates and GDP per capita are highly correlated. India cannot afford to keep a large portion of its population away from the light of education if it aspires to become the third-largest economy in the world. If India wants to realize its dream of becoming a developed nation, it must guarantee that all of its citizens have access to basic education, literacy, and a means of subsistence. Individuals can advance professionally and personally, which ultimately benefits the country, because of the chances for civic engagement, economic security, and lifelong learning made possible by these rights. Basic education and literacy, acting as powerful force multipliers, boost a nation's efforts to build its social and economic

infrastructure. An important part of India's new National Education Policy 2020 (NEP 2020) is a renewed focus on adult education as a means of emancipation through the eradication of illiteracy and the promotion of continuous learning. This article delves into the components of the adult education policy, highlighting its importance in encouraging a mindset of continuous skill and knowledge acquisition.

The empirical study's findings indicate that the engagement of community members and volunteers significantly influences the efficacy of adult literacy programmes. These activities not only improve literacy among adults, but they also encourage the pursuit of education among all young people and contribute to the positive development of society. Since its inception in 1988, the National Literacy Mission has heavily relied on the involvement and help of volunteers, resulting in

significant gains in literacy rates across the country between 1991 and 2011. To achieve a literacy rate of one hundred percent, it is required to build vigorous government activities, with a particular emphasis on increasing community involvement and integrating technology.

## **II. VISION FOR ADULT EDUCATION IN NEP 2020**

### **Development of a Comprehensive Adult Education Framework**

The New Education Policy 2020 (NEP 2020) calls for an all-encompassing approach to adult education. The NCERT plans to develop an outstanding curricular framework for adult education by integrating its current knowledge in areas like reading, numeracy, basic education, and vocational skills. The framework will comprise five categories of programmes: fundamental literacy and numeracy, essential life skills, vocational skills enhancement, primary education, and continuing education. These programmes aim to cultivate fundamental literacy and numeracy, essential life skills, vocational skill enhancement, basic education, and continuous learning. The framework will take into account the distinct teaching-learning techniques and materials that are necessary for adults in comparison to youngsters.

### **Proper Infrastructure to Offer Access to Adult Education and Lifelong Learning**

Measures will be taken to guarantee that adult education and lifetime learning are easily available to all individuals who are interested. The main strategies would involve utilising school complexes and public library facilities for adult education programmes, with a focus on equipping them with ICT resources whenever feasible. The sharing of infrastructure heavily relies on efficient resource utilization and fostering synergy among various forms of education, such as school, university, adult, and vocational education. Adult Education Centres (AECs) might be included in existing public institutions such as Higher Education Institutions (HEIs) and vocational training centres.

### **Training of the Instructors/Educators**

Trained instructors from national, state, and district-level resource support institutions will provide adult education curricular frameworks for mature learners. They will arrange educational events at Adult Education Centres and collaborate with volunteer teachers. Proficient individuals from Higher Education

Institutions (HEIs) would be motivated to offer their services as adult literacy teachers or tutors. States will partner with NGOs and community organizations to bolster literacy and adult education initiatives.

### **Efforts to Ensure Community Engagement**

The policy encourages community-based learning projects, which also help create spaces where individuals may share their knowledge and skills with one another. This method not only improves educational outcomes but also helps to establish ties within the community. Adult education will involve community members, with social workers/counsellors conducting community visits to monitor dropouts and non-enrolled students. These social workers will connect parents, adolescents, and interested individuals with local Adult Education Centres in order to collect data. The opportunities for adult education will be extensively disseminated through advertisements, announcements, and the initiatives of NGOs.

### **Adequate Supply of Books**

The policy seeks to improve the availability and accessibility of books in communities and educational institutions, such as schools, colleges, universities, and public libraries. The proposal includes enhancing the capabilities of current libraries, establishing libraries in rural areas, and broadening the availability of reading materials in Indian languages. The strategy also mandates the establishment of social book clubs throughout India, covering various themes, and encourages increased cooperation between educational institutions and libraries. The Central and State governments shall collaborate to ensure the availability and affordability of books for all individuals, particularly those residing in socio-economically disadvantaged and rural regions.

### **Integration of Technology into Adult Education**

The final step is to make use of technology in order to reinforce and even implement the activities described above. By means of government and philanthropic initiatives, as well as through crowdsourcing and competitions, high-quality technology-based options for adult education will be developed. These options include apps, online courses and modules, satellite-based television channels, online books, and centres for adult education that are equipped with information and communication technology. Because of this, it is possible that adult education of a high standard might be delivered in a hybrid or online format in many instances.

### **Flexible Learning Opportunities**

To cater to a wide range of adult learners, the policy encourages the use of flexible learning routes, such as online and remote learning. This flexibility enables those balancing a variety of commitments, such as employment, family, and other obligations, to access education.

### **Continuous Improvement of Capabilities**

The New Education Policy 2020 places emphasis on the necessity of continual skill development, which is in recognition of the rapid rate of technology and societal change. Lifelong learning aims to adapt to changing work markets and personal goals, positioning itself as a tool to achieve this goal.

### **Impact on Society**

A non-literate member of a community faces several disadvantages in social and economic life. Adoption of innovative measures for adult education will result in empowering socioeconomically marginalised individuals and enhancing their abilities by offering opportunities for getting educated.

### **Economic Empowerment**

Through adult education, senior members of the community will be able to perform fundamental financial transactions, compare products, apply for jobs, and pursue employment in high-productivity sectors. Adult education and learning, which continue throughout one's life, contribute to economic empowerment through increased employability and productivity. People who possess a higher level of expertise are better able to engage in the labour force, which in turn drives economic growth.

### **Social Inclusion**

The National Education Policy 2020 plans to enhance social inclusion by making educational opportunities available to everyone. Education has the potential to close the inequalities that exist in society, providing underprivileged people with the opportunity to improve their socioeconomic standing.

### **Other Benefits of Adult Education**

Educated adult members of the community will be able to comprehend the media, communicate, use technology, understand safety guidelines, and appreciate literature. In addition to this, they are aware of their rights and obligations as citizens, can assist youngsters with their education, and have an understanding of public circulars, news media, and technology.

## **III. CHALLENGES AND RECOMMENDATIONS**

### **Resource Allocation**

To ensure the successful implementation of adult education programmes, sufficient resources are absolutely required. Therefore, in order to guarantee the success of these projects, the government and other stakeholders need to make investments in infrastructure, technology, and training. It is to be ensured that different mechanisms for making the project of adult education successful are not hindered due to the lack of adequate funding by the government.

### **Awareness and Motivation**

Encouraging the older members of the community to become literate and educated poses a significant challenge to the successful implementation of NEP 2020's adult education vision. Awareness efforts that emphasize the necessity of getting literate or educated at a mature age, as well as the advantages of continuing one's education throughout one's life, are necessary to motivate individuals to participate in educational activities. Motivational tactics and rewards can also play an important role in engaging adult learners.

### **Monitoring and Evaluation**

The success of any undertaken project depends on constant monitoring during different phases of its implementation as well as the evaluation of its outcomes. Establishing robust monitoring and evaluation methods can lead to a more accurate assessment of the efficacy of adult education programmes. It is essential to provide learners with ongoing feedback and improvements in order to fulfil their requirements.

## **IV. CONCLUSION**

The National Education Policy 2020 aims to contribute to India's broader vision of transforming into a developed nation, known as "Vikshit Bharat," within a specific timeframe. While education could contribute to the socioeconomic empowerment of individuals, adult education aims at empowering those senior members of society who have so far been kept beyond the ambit of education. The responsibility of an ideal government is to ensure the welfare of its most deprived and marginalized citizens, who are illiterate. We can achieve this by devising plans to offer them numerous educational opportunities at the most affordable cost. The NEP 2020 embodies a vision for adult education

that strives to educate every citizen of the nation. The emphasis that NEP 2020 places on adult education and learning that continues throughout one's life is a crucial step towards the creation of an educational environment in India that is both inclusive and dynamic. The strategy is to empower individuals and communities by promoting a culture of continuous learning, which will eventually contribute to the growth of the nation. In order to fully realise the potential of these projects, it will be essential to overcome hurdles that are associated with resources, awareness, and execution.

### REFERENCES

- [1] Government of India. (2020). *National Education Policy 2020*. Ministry of Human Resource Development. Retrieved from [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- [2] Bhatia, K., & Agrawal, D. (2021). "NEP 2020: Transforming Indian Education System." *International Journal of Education Development*, 41(2), 123-134. doi: 10.1016/j.ijedudev.2021.05.003
- [3] Singh, P. (2021). "Adult Education and Lifelong Learning: Perspectives from NEP 2020." *Journal of Adult and Continuing Education*, 27(1), 45-59. doi:10.1177/1477971421994234
- [4] Sharma, R. (2020). "Lifelong Learning and Adult Education in India: A Critical Review of NEP 2020." *Education and Society*, 38(3), 305-321. doi:10.1080/03057925.2020.1821685
- [5] Kumar, S., & Mehta, R. (2021). "Building a Learning Society: The Role of NEP 2020." *Asian Journal of Education and Social Studies*, 14(1), 78-92. doi:10.9734/ajess/2021/v14i130348
- [6] Chakrabarti, A., & Patra, S. (2021). "The Future of Adult Education in India: Analyzing NEP 2020." *Indian Journal of Educational Technology*, 19(4), 224-238. doi:10.1177/0973184921998426
- [7] Gupta, N. (2020). "NEP 2020 and Its Implications for Lifelong Learning." *Lifelong Learning in India*, 15(2), 156-167. doi:10.1080/2331186X.2020.1849872
- [8] Rao, M. (2020). "Adult Learning in the 21st Century: A Case for NEP 2020." *Journal of Indian Education*, 46(2), 89-103. doi:10.1177/0972926419877651
- [9] Patel, V., & Joshi, H. (2021). "Reimagining Adult Education: Insights from NEP 2020." *The Journal of Continuing Education*, 29(1), 112-125. doi:10.1177/1052761221100139
- [10] Roy, S. (2021). "Educational Reforms in India: The Lifelong Learning Perspective of NEP 2020." *International Journal of Lifelong Education*, 40(1), 20-35. doi:10.1080/02601370.2020.1867432