



The Study of Awareness about govt. Schemes and dropout from Formal Education of Non-Literate Adults of Delhi

Dr. Ashok Kumar Assistant Professor National Council of Educational Research & Training (NCERT) New Delhi.

ABSTRACT:

A robust education system is the most accessible form of developing a nation. In a growing country like India, there persists a quantum of the population who could not attain literacy levels. The study has been directed to analyze the demographics of Nonliterate Adults in Delhi. Further, the study is inclined to study the reasons for dropping out of formal education and also to identify a preferable mode of learning for resuming further studies. A questionnaire has been designed seeking demographic information and constructing wise questions. The 1827 responses have been gathered for this primary study by convenience sampling method.

The respondents' data has been analyzed, seeking if they want to resume learning if given an opportunity. The reliability and validity of the questionnaire have been tested after collecting information from the pilot study. It was found that despite living in Delhi for more than ten years, people here could not get access to Education; they are not even aware of the different government policies and schemes running for Adult Literacy, as if they are running on papers only. What is the scenario of Adults Literacy here in Delhi? Delhi, the capital of India, is supposed to have some better figures. Still, even here, women are the most disadvantaged group in terms of literacy, with marriage being the primary reason behind it.

The study will help illiteracy in Delhi varies from the reason for illiteracy in other parts of the country. The study mainly focuses on the non-literate adults of the society. The data will help us know what kind of programs we should offer them and their needs. Will the study help us see the preference of non-literates in terms of skills? When we talk of the literacy of adults, alone literacy is not enough, adults have many responsibilities, we need to keep in mind their skill development also, to make them more employable.

Keywords: *Adult Education, Literacy, National Education Policy 2020, Awareness, Govt. schemes.*

INTRODUCTION

Adult education during the Vedic period was used through oral recitation because the elite class mainly used scripts. The Universities such as Nalanda, Taxila, vikaramshilla etc., were the center of attraction back then. In the medieval period, adult education used to take place in Maktabas, although it was not accessible to all, while later in the British Period, Night Schools came into existence. We can say that these played a remarkable role in adult education. The night schools were mainly conducted by and for the freedom fighters.

After the independence, there was a regional imbalance in education and literacy. Male and female literacy was 14% and 8%, respectively, according to the census 1951. Economic inequality, social stratification, and gender disparities can be seen in various sections of society. Eradication of illiteracy was a challenge for the government of India. A lot of programs have been initiated in this direction. Some of them include Social Education, which was part of the first five-year plan. It had five objectives- civic education, health education, education for the economic reforms, eradication of illiteracy, and re-creative and aesthetic education. After that, Gram Shiksha Mohim started in 1958-60 in the Satara district of Maharashtra. Farmer's functional literacy program was implemented during the years 1968-78.

The literacy of adults were the Non-Formal Education Program 1975-76 and Shramik Vidyapeeth (1967), which was later known as Jann Shikshan Sansthan in 2000. The Polyvalent Adult Education Centers were started in 1960-61 in the Indore district of Madhya Pradesh. National Adult Education Program was created on 2nd October 1978; it is essential to make adults literate as the aim was to literate ten crore non-literate adults. After that National Literacy Mission was released on 5th May 1988. The Total Literacy Campaign was its art under which the Ernakulam district of Kerala became the first completely literate community.

**RATIONALE OF THE STUDY**

Education is essential perspective for the development of society. The study is being conducted to know the status of awareness towards the govt. schemes for the adult learners as well as the reasons of the dropout the non-literate adults of Delhi so that it will be easy for policymakers to make policies for Non-Literate adults. It will give a better understanding of the scenario of the formal and non formal education of Non-Literate adults in Delhi. And stakeholders will be able to initiate to spread the awareness of the different govt. schemes for the adults. The status of the awareness about Non-literates will about the educated society. And it also helps in knowing the need for both formal and non-formal education. When studying the illiteracy rates Gender wise or religionwise, we will come across those strata of the society that is lacking behind academically, which people need more attention to make them part of the mainstream. This research will help in making the follow-up plans for those, who are not aware about all the govt. schemes which is run by the govt. for the adult learners and also helpful to know the reasons for dropping out of adult from the formal system of education.

OBJECTIVES OF THE STUDY

- To analyses whether religion and gender play an essential role in Adult literacy rates.
- To study the reasons for dropping out of the formal education
- To study the awareness of adults about the Govt. Schemes run by the Govt.

LIMITATIONS OF THE STUDY:

The research is confined to the Government of the national capital territory Delhi (GNCTD).

RESEARCH METHODOLOGY**Method of the study:**

A descriptive survey method was used for the study.

Target population and area:

The Non-Literate Adults of Delhi were the target population for the study.

Sampling technique:

As it is not possible to cover the whole population for the research, we select a number that will be representative of the entire people. Simple random sampling was used for the study.

Sample size:

One thousand eight hundred twenty-seven samples were taken for the study. At this moment, for example, we mean the respondents.

Tool for the study

A research tool is a device or an instrument which is used for the collection of data. The schedule and the self-made questionnaire were used for the research.

DATA ANALYSIS AND INTERPRETATION:

The questionnaire has been shared with the potential respondents. After cleaning the data, 1827 responses have been shortlisted for analysis. The data demographics can be bifurcated based on gender, religion, category, age group, marital status and residential stay in Delhi. The data descriptive have been mentioned below on these demographic lines:

Gender		Religion		Category	
Male	33.50%	Hindu	90.42%	General	42.09%



Female	66.23%	Muslim	7.94%	OBC	26.38%
Transgender	0.05%	Sikh	1.15%	SC	20.58%
I prefer not to say	0.22%	Christian	0.33%	ST	6.08%
	100%	Others	0.16%	EWS	1.04%
			100%	Others	3.83%
					100%

Age Group		Marital Status		Years living in Delhi. (Completed years)	
15-25	53.32%	Married	68.64%	0-1	6.51%
25-35	46.68%	Unmarried	23.32%	2-5	8.70%
	100%	Divorced	0.60%	6-10	12.48%
		Widowed	7.44%	More than 10	72.30%
			100%		100%

Tables: Demographics of the study

Out of all the respondents, 33.5% and 66.23% of respondents have been males and females, respectively. The religious orientation of the respondent has to be reported as Hindus, Muslims, Sikhs, and Christians in the proportion of 90.42%, 7.94%, 1.15% and 0.33%. Since a nation is a blend of people hailing from various social frameworks, the study has endeavored towards data collection from people from different categories. Henceforth, 42.09% Unreserved, 26.38% OBCs, 20.58% SC, 6.08% STs and 1.04% EWS have actively participated in the survey. Since the adult illiterates are considered between the age groups of 15-35, the age groups of respondents have been bifurcated into two classes: 15-25 and 25-35. Around 53.32% and 46.68% have respondents in the two respective age groups. The marital status of the respondents has been detailed as married, unmarried, divorced, and widowed, with a response of 68.64%, 23.32%, 0.60% and 7.44%, respectively. Most of our respondents have been living in Delhi for over ten years. Quantitatively, 72.3%, 12.48%, 8.7% and 6.51% have lived in Delhi for more than ten years, 6 to 10 years, 2 to 5 years and 0-1 year.

Adult members in your family		Adult literates in your family	
0-3	55.17%	0-3	76.85%
4-6	34.92%	4-6	18.12%



7-9	6.08%	7-9	2.46%
10-12	1.92%	10-12	1.26%
More than 12	1.92%	More than 12	1.31%
	100%		100%

Table: Adult members and Adult literates in your family (excluding the respondent)

Adult members in the family have also been reported in the questionnaire. Most of the respondents have 0-3 and 4-6 adult members in the family, which comprises more than 90% of the respondents. The subsequent questions have also been raised to inquire about the number of adult illiterates in their family. Most of them have 0-3 family members who are adult Literates.

The government has directed several schemes toward education and raising the literacy levels in the nation. Despite , most respondents have never come across any adult literacy government schemes. This can also be interpreted as the actual beneficiary to be informed about the existence of these policies. Consequently, more awareness programmes and learning opportunities need to be put forward to penetrate the knowledge deeper among the nation’s youth. This can be tabulated in the table below.

Are you aware of any Adult Literacy government scheme?	
Yes	20.74%
No	79.26%
	100%

Table: Awareness of Government Schemes

Above table depict that Almost 79.26% of adult illiterates have denied any awareness about the adult literacy government schemes available. Hardly 20.74% of respondents have agreed with the existence of adult literacy government schemes and programmes. This becomes a vicious circle that states that less-educated citizens are less aware of the social welfare schemes for education. Less informed citizens are prone to avail these government schemes intended for them.

Objective 2: Reasons for dropping out from the formal Education

What were the reasons you could not start or continue your education?

1,827 responses

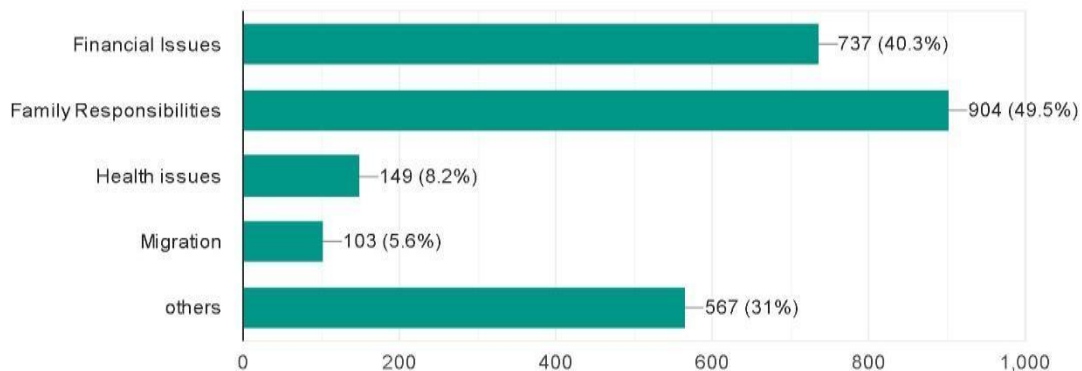


Chart: The reasons for not continuing the education



When it asked to the respondents most of them stated that “family responsibility” is the top reason i.e. 49.5%, some of the school dropouts could not accomplish their academic learning. After that “, financial issues” i.e. 40.3% have also been restrictive in their part of academic excellence. The migration (5.6) % from one place to another in search of a better standard of living. As well as health issues i.e. 8.2% is also play an important role in discounting their education.

KEY FINDINGS AND CONCLUSION:

Despite education being one of the most fundamental enhances and upgrades living standards, students frequently drop out. Some of them do resume their teaching again. But this luxury is not accessible to all adult literates. The study can be concluded with some findings mentioned below:

Firstly, married women suffer more from society in terms of education than married men. The woman often shoulders the household chores and the social fabric of the family responsibilities. This inherently checks on their learning opportunities and restricts them within the walls.

Secondly, despite the schemes run for social welfare and promoting our academic learning, even the citizens of Delhi are *less aware*. Henceforth, availing these opportunity seems to be a far cry to most. The government programmes need to be advertised to the right target audience.

Thirdly, the fundamental reason for not resuming education persists even after ages of dropping out of school. The *vicious circle of poverty* traps the poor adversely. Lack of information, financial resources and family responsibilities have been predominant reasons for withdrawing and not resuming education. Even that pursuing labor work to make their end meets failed to exit from the trap of poverty.

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