

# A Review of Adult, Continuing Education and Extension

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**Abstract - The Latin prefix "ex" means "out," and "tension" means "stretching," therefore "extension" is a compound word. Extending oneself literally means "to spread out." The year 1914 marks the beginning of widespread usage of this word in the United States. When first used, the term referred to a satellite campus of a larger institution that served students who otherwise would not have been able to attend. That is to say, when people refer to "extension education," they are referring to a kind of education that takes place outside of traditional classroom settings. Extension relies heavily on education. The primary idea of extension is that it goes beyond conventional schooling. In other words, people grow in wisdom and skill, and acquire the ability to adapt to new circumstances. This refers to the sort of education that is made available to those living in more remote areas. This goes beyond what can be taught in a classroom. In this paper Discuss the Adult, Continuing Education and Extension.**

**Keywords - Adult, Education, extension**

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## INTRODUCTION

What we mean by "extension education" is the body of knowledge that describes the overarching rules that govern a particular area of study or practice. As such, it is considered a kind of instruction. The extension system is predicated on the idea that people in rural areas are open to learning new things and putting those things to good use in their own lives and the lives of their neighbors. Teaching individuals how to assist themselves is another goal of extension education. Everybody learns to figure out what they want and how to fix their own issues. People are encouraged to learn the methods and encouraged to put them into action as they assist them obtain this information. Extension is the process of working with individuals, tailoring one's efforts to best suit the client's specific goals and objectives.[1]

When changing people's minds and actions via education is essential, the effects of extension are often restricted. In its most basic form, extension is an alternative educational structure for adults. By taking the right steps, people in this system get the drive to better themselves in areas like farming, housekeeping, and communal life. All people living in rural areas have access to Extension, which is a kind of education. It encourages people to become independent of others. Extension education brings together people from all walks of life, all walks of culture, and all walks of category. The benefits of this education include the

ability to solve issues using scientific methods, improve one's capacity for communication and leadership, enhance one's standard of living, and increase one's sense of contentment and joy.[2]

Since the economy of farms and rural communities alike has improved, so too has the demand for specialized extension education. The current scenario is not what would be optimal. The use of science and technology has helped to close this gap. People begin to realize that they may improve not just their living situations but also their behavior and personality features by making use of scientific and technological advances. The success of extension education depends on the students taking an active role in their own learning and being intrinsically motivated to do so. Programs should be developed with specific people's preferences and requirements in mind. Many different types of instruction are used in extension programs, all of which help their participants in meaningful ways. Extension education is an ongoing learning process in which people make critical contributions to improving their own and their communities' well-being.[3]

## Features of Extension Education

There has been a description of extension education's characteristics:

- **Participation of Teachers** - Extension educators engage adults and young people in meaningful, real-world learning experiences. Teachers are essential for students, especially those from rural regions, who require help raising their level of consciousness or expanding their knowledge in a variety of fields. This means that instructors' roles in real-world training are recognized and valued.
- **Voluntary Participation** – The participation of the individuals in extension activities is voluntary. In other words, individuals are vested with the authority to make their own decisions, regarding which activities, they are willing to participate in. In extension programs, the attendance of the individuals is not compulsory.
- **Differences among Learners** – Culture, caste, creed, color, religion, ethnicity, age, gender, socioeconomic status, and sexual orientation are only few of the characteristics that contribute to diversity among extension education students. In addition, the other areas of differences are, educational qualifications, skills, abilities, needs and requirements, interests, living conditions and so forth. In extension education, the learners are provided with equal treatment and there is not any kind of discrimination on the basis of any factors.
- **Generation of Modern Perspectives** – Adults usually have preconceived ideas on the basis of their past experiences. When they pursue a program, they usually participate within the classroom setting by sharing their experiences. It is the responsibility of teachers, however, to impart the following characteristics of extension education.
- **Participation of Teachers** - Extension educators engage adults and young people in meaningful, real-world learning experiences. Teachers are essential for students, especially those from rural regions, who require help raising their level of consciousness or expanding their knowledge in a variety of fields. Therefore, the participation of teachers is acknowledged in actual life situations to train the individuals in an appropriate manner.
- **Voluntary Participation** – The participation of the individuals in extension activities is voluntary. In other words, individuals are vested with the authority to make their own decisions, regarding which activities, they are willing to participate in. In extension programs, the attendance of the individuals is not compulsory.
- **Differences among Learners** – Culture, caste, creed, color, religion, ethnicity, age, gender, socioeconomic status, and sexual orientation are only few of the characteristics that contribute to diversity among extension education students.. In addition, the other areas of differences are, educational qualifications, skills, abilities, needs and requirements, interests, living conditions and so forth. In extension education, the learners are provided with equal treatment and there is not any kind of discrimination on the basis of any factors.
- **Generation of Modern Perspectives** – Adults usually have preconceived ideas on the basis of their past experiences. When they pursue a program, they usually participate within the classroom setting by sharing their experiences. But it is the job duty of the instructors to UGC gives top attention to lifelong learning in order to prepare for the needs of the forthcoming knowledge society and aid in the creation of a learning culture. The UGC has sanctioned a whopping 86 separate Lifelong Learning Centers. These divisions or hubs are responsible for advancing the institution's commitment to lifelong learning, extending their reach to underserved communities through Lifelong Learning Programmes, enhancing the education of current students and faculty through extension activities, and

supplying the institution's professional staff with the expertise they need to succeed. Departments/Centers may focus on one or more of these categories depending on their unique mission and the requirements of their faculty, the community, and the University as a whole. [4]

## **DISTANCE LEARNING**

Talent scouting and development; (ii) creating and maintaining a database containing information about our employees; (iii) establishing and enforcing legal protections for the certification of the competencies of the human resources acquired through formal or non-formal means; and (k) creating and maintaining a database containing information about our employees. [5]

Consistent with these overarching goals, the government of India has implemented the Scheme of Financial Assistance for Strengthening Education in Human Values to increase the incorporation of human values into all levels of schooling, from primary to higher education in colleges, universities, IITs, IIMs, engineering colleges, and other educational institutions/bodies at the district level. All children in India up to the age of fourteen are required under Article 45 of the Indian Constitution to participate in compulsory education. After 52 years of freedom, this remains impossible. This has created the need for a new revised educational system concentrated mainly on the rural poor who are outside the mainstream of formal education. The new system is known as Non-Formal Education; it is outside the formal education programmes. It imparts continuous education to the participants irrespective of their age, sex and educational background. NFE has varied contents-socio-economic, political and cultural factors and all are closely connected.[6]

Non-Formal Education for rural development has been incorporated in many schemes, projects and plans for the uplift of the rural masses. Rural universities on the line of Mahatma Gandhi's revolutionary ideas on education can lead to the transformation of rural areas.[7]

## **EDUCATIONAL DEVELOPMENT OF MINORITIES**

A person's level of education is the single most influential factor in influencing their community's economic and social climate. Since it is the educated and competent individual who stands to profit the most from the job possibilities which development will give, a highly educated and sufficiently equipped people is needed not just to promote economic progress but also as a prerequisite for growth to be inclusive. To this purpose, the Ministry of Human Resource Development has emphasized a comprehensive agenda aimed at realizing India's entire human resource potential via the advancement of equity and excellence. [8]

To paraphrase Article 30(1): "all minorities should have the freedom to develop and administer education institutions of their own." The government is dedicated to resolving the educational gaps that exist among minority groups, particularly among Muslims, who make up the largest single religious subgroup among the minority population. To ensure that minorities have a fair shot at economic participation and employment, the Prime Minister has proposed a new 15-point program to expand their access to educational possibilities. [9]

According to the 2001 Census Report, Muslims have the lowest literacy rate (59.1%) of the minority groups studied (Muslims, Christians, Sikhs, Buddhists, and Zoroastrians/Parsis).

The 'Sachar Committee Report' claims that "A quarter of Muslim youngsters between the ages of 6 and 14 are either school dropouts or have never attended. Matriculation rate among Muslims is 17%, much lower than the national average of 26% for youth over the age of seventeen. When compared to the national average, Muslims' chances of continuing their education above the eighth grade are far lower at only 50% ". The Report has also highlighted the disparity in educational opportunities for women and rural Muslims. For the Muslim populations' educational situation, the High Level Committee led by Justice Rajinder Sachar has also offered many suggestions. [10]

The Ministry of Human Resource Development has also designated a leader to head the National Monitoring Committee for Minority Education (NMCME). In addition, a Standing Committee has been established to address concerns about the educational empowerment of minorities, and it will be chaired by Shri Siraj Hussain, IAS, Additional Secretary, Government of India and former Vice-Chancellor, Jamia Hamdard. [11] The objective of the Standing Committee and its Sub-Committees are, as under:-

1. To keep an eye on the Ministry of Human Resource Development's minority-related programs and initiatives.
2. To provide recommendations for improving the Ministry of Human Resource Development's programs in light of the minority community's unique needs and circumstances.
3. To examine reports from earlier Committees that investigated minority education and welfare, and to propose strategies for putting those Committees' findings into practice.
4. Advise the Committee on the establishment of a monitoring framework for MHRD minority-related schemes and programs.
5. Any further minority education-related concerns the Committee wishes to bring to

the attention of the Government and NMCME.

## CONSTITUTION SAYS

The Constitution mandates that the state safeguard the weaker sectors of the population, in particular the Scheduled Castes and Scheduled Tribes, from social injustice and exploitation of all kinds, and promote their educational and economic interests (Article 46). Articles 330–332, 335–342, and the whole Fifth and Sixth Schedules of the Constitution address the unique measures necessary to realize the goals outlined in Article 46. Article 30(1) similarly protects the freedom of Minorities to form and control educational institutions of their choosing. Our society's most vulnerable groups need to make full use of these protections. [12]

### National Monitoring Committee for Minorities' Education (NMCME)

The Ministry of Education's National Monitoring Committee on Minority Education (NMCME) was revived as of 23.12.2011 under Resolution No. 6-4/2010-MC (Pt.). On March 5, 2012, in New Delhi, the newly reformed Committee had its first meeting after its restructuring.

Having a good command of English may help promote the Urdu language and foster more tolerance and understanding among the country's minority groups.

- For the betterment of the educational and economic prospects of the minorities, the government also runs the following schemes.
- Central Sponsored Scheme for Providing Quality Education in Madrasa (SPQEM)
- Scheme for Infrastructure Development Private Aided/Unaided Minority Institutes (IDMI) - (Elementary Secondary/Senior Secondary Schools)
- The following material will help you understand better the work done for granting equal opportunities to the Minorities in the country:-
- Prime Minister's 15-Point Programme for Minorities' Welfare (Including Status Report)
- Major Initiatives for Educational Advancement of Minorities
- Government Decisions on Sachar Committee Recommendations (Including Monitoring of Action Taken)
- Findings of Research Conducted by NUEPA - Participation of Muslims in Higher Education.

Considering its central role in both communication and instruction, the National Policy on Education and Programme of Action gives considerable attention to fostering the growth of the English language. Because of this, Sanskrit, Urdu, and the other 21 languages included in schedule VIII of the Constitution have all gotten the support they need to flourish alongside Hindi. The Department of Higher Education receives assistance from independent organizations and

subordinate agencies in carrying out its constitutional mandate. [14]

Language Policy: India has a multilingual government and a multilingual language policy that protects and promotes the use of all languages in government, schools, courts, legislatures, media, etc. Its focus is on both language acquisition and language maintenance. The policy's stated goal is to aid all languages in developing into fit vehicles of communication at their designated areas of use, regardless of their nature or status, such as major, minor, or tribal languages, and the policy is designed to encourage citizens to use their mother tongue in certain delineated levels and domains through some gradual processes. Through iterative processes of mutual adjustment, agreement, and judicial review, the policy is flexible and open to change. The Language Bureau of the Indian Government's Ministry of Human Resource Development works hard to develop and track the implementation of language policy. The Bureau does this via language institutes it has authorized for this express purpose.[15]

## DIRECTORATE OF ADULT EDUCATION

The Directorate of Adult Education may trace its origins back to 1956, when the Indian government founded the National Fundamental Education Centre (NFEC). After merging with the National Institute of Education in 1961, the Centre was renamed the Department of Adult Education within the N.C.E.R.T. This division broke away from N.C.E.R.T. and assumed its own identity in 1971 in response to the government's emphasis on adult education, which led to a significant growth in adult education activities/programming throughout the nation. The Directorate of Adult Education has gone by a few different names throughout the years, including the Directorate of Non-Formal (Adult) Education. With the expansion of the adult education and literacy field, the Directorate's remit has broadened to include a wider range of activities. At present, this Directorate reports to the Department of School Education and Literacy under the Ministry of Human Resource Development of the Government of India.[16]

Directorate of Adult Education primary responsibilities include but are not limited to the following:

- Help the National Literacy Mission with academic and technological resources.
- Make plans for the creation of educational resources..
- Set up orientation and training sessions.
- In order to keep National Literacy Mission updated on the state of literacy efforts, you must.
- In order to achieve the goals set forth by the National Literacy Mission, it is necessary to (1) create media resources and (2) use all forms of media (online, in print, via

conventional channels, and with the general public).

- The NLM should be kept up-to-date on the results of independent and ongoing assessments of literacy initiatives done by organizations in the field of social science.

Continuous enhancement of adult education programme content and procedure via coordination, cooperation, and networking with all Zila Saksharta Samitis, State Literacy Mission Authorities, State Resource Centres, Jan Shikshan Sansthan, and other institutions / agencies on behalf of NLM.

#### **DIMENSIONS FOR DEVELOPMENT OF EXTENSION**

**These are the primary factors considered throughout the extension's development stage:**

- **Technology Transfer Model** – To increase people's productivity, a methodology called "technology transfer" is used. It is also used in the pursuit of resource conservation and preservation. Post-harvest technologies, hybrids of free and low-cost technologies, and the mobilization of the usable components of indigenous and traditional technologies have all received focus. [17]
- **Advisory Work Model** – Some extension agencies, government agencies, private sector businesses, input supply agencies, and so on employ the advisory work model to provide individuals with technical recommendations in response to their inquiries about personal development. Participatory methods used by donor agencies and non-governmental organizations to advance development using pre-determined technological bundles are another variation.
- **Human Resource Development Model** – Training farmers in the use of specialized management abilities or technological know-how to boost production efficiency or to make better use of specialized knowledge management techniques is accomplished via the application of a human resource development model. Fields are used to teach IPM to farmers, for instance. Although people are taught from the top down, they are ultimately responsible for determining how they will put that information to use in furthering their own growth.
- **Participatory Extension Model** – Methods of problem-solving learning, such as those facilitated through farmer interaction, are central to the participatory extension approach. It exemplifies how resourceful farmers have raised output and income via novel approaches to farming. Farmers, particularly rural women, gain knowledge and skills via an experiential learning method. However, it is ultimately up to the participants

to make the call to adopt innovative methods of production, administration, and promotion. Some groups of farmers may benefit more from this strategy than others when it comes to intensifying and diversifying their farms.

#### **CONCLUSION**

Individuals who have never attended school or who left school before completing their required coursework are eligible to participate in extension education programs. Once they come to the conclusion that they need to further their education, they sign up for courses offered by universities' extension services. A belief in people's innate capacity to learn and grow in their knowledge underpins the development of extension programs. The people in rural areas have always been held up as examples of what it means to be hardworking, ingenious, and diligent. Extension is education, and its goal is to alter people's perspectives and behaviors, especially in regards to carrying out certain projects and responsibilities. The focus of this training is on the betterment of the farm and the workplace. It is an applied science with the goal of helping young people who are not in school by addressing their issues and concerns using information gleaned from research, cumulative field experiences, and guiding principles.

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