CHAPTER II

REVIEW OF RELATED LITERATURE

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related research
works on Continuing Education (CE). An attempt has been
made to present the studies with respect to their broad
objectives and findings to draw support for the rationale
of the present study. Keeping in view the themes of the
studies, these are presented under the following categories:

2.1 Researches on the concept of Continuing Education
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2.2.3 Instructional Process
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2.2.5 Appraisal Studies.

2.1 Researches on the concept of Continuing Education

Bhingarkar (1981), conducted a study to findout how the
perspective of the concept of social education (Adult Education)
could be widened in relation to the broader concept of lifelong
education. Opinions of fortysix eminent educationists in India
were collected to know the different perspectives of social
education and lifelong education. The study revealed that the
concept of lifelong education appeared to be new to many
educationists. However, social education was perceived as a
part and parcel of lifelong education and its scope would
have to be widened so that it did not remain as adult
education only. Three basic elements viz., literacy, learning

occupational skills, and creation of socio-political awareness
were found to be relevant aspects of social education.

Adiseshiah (1981) while analysing the concept of CE,
argued that the assumption of some prior-education that can
be continued has nothing to do with formal education. He
observed that education in its broader sense is not equal
to formal education. So CE is applicable to all, whether
they have been to school or not. In otherwords, he observed
that basic literacy should find a place in CE programmes.
UNESCO discussions in 1982 on various CE activities in the
developing countries also hold similar view and consider
literacy as an element of CE.

Similarly, Perera (1987) and Caldwell (1987) analysed
the concept of CE based on the practices of Asian countries
and Australia. Both found that the basic purpose of CE is
individual's learning for self-development and self-ful-
filment. But the nature of activities carried out as part
of CE differ from nation to nation, for example, it includes
basic literacy in a developing country where a large chunk
of people are still illiterate (Perera 1987); and remedial
programmes in a developed country (Caldwell, 1987).
However, both agrees that CE is a fluid concept and needs
to be constantly redefined.

Pyrch (1982) conducted a study in Canada to find out
the origin of the concept of Community Development in the
adult education movement, and to identify the different
dimensions of the concept. The study revealed that, the
community development concept was a product of four major
ideas : adult education for social improvement, the nature
of community, the value of socio-economic co-operation,
and the relationship between education and social action.

Salem (1986) in his study in Egypt analysed the perception of the University students and faculty members towards certain principles of lifelong education. He used interview and questionnaire surveys as techniques of collecting data. The study revealed that, both the students, and the faculty members of the University held positive perceptions towards the principles of lifelong education. They agreed that education is a process and does not end after the completion of sbhooling.

Wilson (1987) made an analytical study of the development of lifelong education and its contemporary status in the literature on adult education. He analysed the literature to reveal major themes concerning the interpretation and implementation of lifelong education. The investigator found that lifelong education is very often regarded as a supporting system for 'lifelong learning' that encompasses all activities of educational nature with an ultimate goal of universalization of self-education. The study also reveals that, the objectives of the lifelong education involve successful adjustment to life, alround development of the person, and establishment of an equitable society. The literature analysed by the researcher did not provide general agreement on whether lifelong education is a philosophical concept, or a practical strategy. However, there were broad agreements that lifelong education is a process that accelerates change in the society and remedies the inability of the traditional system to provide education sufficient to last a lifetime.

The researches reviewed so far in this section reveal that, education is a lifelong continuous process. The concept CE assumes the existence of some form of education

in an individual that can be continued. However, formal education is not a condition for that. Continuing Education, can be provided to all, whether they have schooling or not. The concept includes adult education (including literacy), community education, and extension education. And the basic purpose of such an education is to assist the individual in successful adjustment to life, self-development and fulfilment, and to develop an equitable society. The studies are mostly on the articulation of the concept CE and have used concept analysis and opinionnaire surveys as techniques of research. Research in this area, though very relevant for understanding various aspects of the concept, has not attracted many researchers in India.

2.2   Functioning of Continuing Education Programmes

2.2.1 Needs and Interests of the Learners

Nagappa (1966) conducted a study to identify the reading interests and needs of four hundred ten neo-literates in the State of Mysore (presently Karnataka). The study revealed that, adult neo-literates differed in their reading needs and interests due to their occupational differences. Sex and age were found as two determinants of their needs and interests. Women showed greater interest in instructional materials relating to their roles as wife or mother and the youngsters demonstrated interest in civic education.

Similarly, studies by the Department of Adult Education of the University of Rajasthan (1965) and Dixit (1975), surveyed the needs of adults from various professiona groups in the state of Rajasthan. The study by the Department of Adult Education in the University of Rajasthan found

different need paterns amongst the rural and urban learners. They perceived differently the ways in which the University could help them. For example, the rural teachers expressed that they could be helped by correspondence studies to increase their professional efficiency. The study further revealed that, in the city of Jaipur, different occupational groups had different learning needs. Dixit (1975) found that the needs of the rural and urban adults differed on the basis of their occupational requirements and level of formal education.

NCERT (1967) found that the adult learners attended literacy classes in the Union Territory of Delhi, to gain employment,to look after the education of their children, to use liesure profitably and to be able to read, write and keep daily accounts. Pestonjee et.al.,(1981) also found similar results in their study conducted in Rajasthan.

Dharam Vir (1968) studied the relationship of age with reading and writing interests of the learners. It was found that, age was not positively related with reading and writing interests. With the increase in age the interest in reading increases but interest in writing decreases. Mallikarjuna-swamy (1969) in a study conducted in the State of Mysore, observed that, sex, age and occupational compositions of the learners were found to have influenced the reading interests and needs of the learners.

Attaquin (1975) surveyed the educational needs of American Indians in Boston city and found that their CE needs emerged from the problems of their day to day life, as most of the Indians wanted orientation for urban living and job training.

Botsman (1976) carried out a similar study on the needs and interests of the Blue Collared Factory workers and found that male and female learners differed in what they wanted to learn. Females wanted to take courses, more for social and personal reasons and males for job related reasons. The study further revealed that the most important factor associated with attitude towards CE, was the level of previous education.

Morris (1985) studied the reasons for participation in CE. Four different groups were selected viz., engineers, businessmen, teachers and quasiprofessionals. He found that the reasons expressed were typical to the respective occupational group. Cower (1985) found the purposes of career change and development of vocational skills as two factors influencing the college graduates to return to college for CE.

The studies reviewed in this section, sought to explore the factors related to the learning needs and interests of the learners. The findings of the studies reveal that learning needs emerge from mainly three factors, viz. life problems, occupational requirements and the level of previous education. On sex and age as correlates of learning needs, there is no commonality among the studies. Studies conducted by Nagappa (1966), NCERT (1967), Mallikarjunaswamy (1969) found sex and age as correlates of learning needs, Dharamvir (1968) did not find so. However, most of the studies in India were conducted on illiterate adults and their learning needs.

2.2.2 Curriculum

Chickermane (1966) drafted a syllabus for the school leavers and conducted an experiment to find out its impact. The syllabus which was framed on the basis of the needs surveyed so far, covered six areas viz., health and hygiene,

business arithmatic, agricultural science, knowledge about
the country, village administration and general reading. The
syllabus was again divided into two parts. Part one included
activities like project work, study visits, preparation of
charts and maps; and the second part comprised contents
imparted in the classes. The study reported that topics that
appealed more to the students were those on which they had
some previous knowledge acquired through their occupational
experience or through some other means of communications, such
as family conversation, public speaches, and religious
recitals. The learners showed greater interest on topics
relating to occupation, government, family, health, stories
and novels. The study conducted by Mallikarjunaswamy (1969)
also reported similar findings.

The U.G.C. Review Committee (1987) after making a
survey of the CE activities organised by the Universities in
India, reported that, CE activities should be always need
based. It suggested six thrust areas that the University
may consider while planning various programmes. Those are;

- development of vocational skills and professional
  competence among technical, managerial, professional,
  industrial, office workers and unemployed youths,

- arrangement of remedial and bridge courses for
  students, specifically from the weaker sections,

- conduct of examination, training and career
  preparation classes for various competitive
  examinations,

- promotion activities to generate self-employment
  and self-reliance,

- organization of need based instructional programmes,

- organization of follow-up programmes for the neo-
  literates,

- training and extension packages for functionaries
  of various social development programmes such as
  population education, legal literacy, environmental
  education, rural development and peace education.

Researches reviewed in this section suggest that CE
curriculum is always flexible and need based. The nature
of programmes is decided on the basis of what the neo-
literates or the professionals want to be taught. Hence, the
study of their needs, interests, is essential part of
framing curriculum of any CE programme for them.

2.2.3 Instructional Process:

A study was carried out in the Univerity of Detroit
(1965) to find out the impact of different teaching methods
for the adult learners. The traditional Orthography and
the Initial Teaching Alphabet techniques were compared. The
results of the pre-testing and post-testing comparisons on
the Los Angles Diagnostic Tests and a Fundamental Arithmetic
Test, showed that, the reading programme in Initial Teaching
Alphabets tended to facilitate the teaching of reading to
illiterates and low performing functional illiterate adults.
Miller (1975) conducted a study to find out the efficiency
of Audio-visual Teaching Methods and found that it did
improve the efficiency of disseminating information, since
the programme could reach more number of persons in a shorter
period of time. It also found that the younger adults (below
21 years) having lower level of education were more satisfied
with audio-visual teaching methods than the older ones,
having higher level of education.

Kundu (1985) conducted an experiment to find out the
effectiveness of five different methods of teaching the adults.

A sample of 100 adult learners, having measured learning
interests, were divided into five equated groups matched
on age, sex, socio-economic background, and degree of
achievement. These groups were exposed to five different
methods of teaching viz. (i) traditional method, ii) alphabetic
method, iii) method of known to unknown, iv) integrated
literacy method and v) the Bombay University model i.e.,
'each one teach one' method. After the treatment was provided,
an achievement test was administered. The experiment revealed
that the Bombay University model (each one teach one) was most
effective for teaching the adults.

Williams (1955) conducted an experiment in Malaya to
find out the efficiency of radio teaching for the illiterates.
In the adult literacy classes, he allowed the students to
read the Roman alphabets by the Lanbach Method with a primer.
The primer consisted of 48 pages and was divided into eighteen
lessons.The same primer was used for the radio experiment. A
pilot broadcast was made for the same group of learners. The
study revealed that, it was possible to teach the effective
reading by radio without the help of any teacher at the
listening end. Singh (1957) made a survey of different
mass media used for adult education in India and found that
those were only informative in nature.

Khan (1958) made a study to investigate the instructional
procedure used in adult education programme in India. According
to the study the number of hours used for instruction
was an important factor which determined the learning
efficiency of the adults. Further, even with a programme of
hundred hours of instruction, there was danger of an adult
student relapsing into illiteracy. On the basis of this, he
suggested atleast a total of hundred twentyfive hours of

instruction followed by self-education through a library
to consolidate the gains of learning.

Srivastava (1980) conducted an experiment to find but
the impact of using two different languages in teaching adult
learners in the Udaipur district of Rajasthan. He used the
State language (Hindi) with one group of learners and a
dialect with another group. The learners of both groups
were equated by controlling other variables like sex, age,
and initial period of adult education. After ten months of
instruction both groups of learners were tested by using
a standard regional language test. The result showed that the
learners from the dialect group learned literacy skills better
than their counterparts.

The studies reviewed in this section reveal that the
adult learners are different from the general learners and
need special methods of teaching. Aduio-visual teaching was
found as a better technique of teaching the adults than the
traditional method of teaching. (Miller 1975). Further
the use of the spoken language or the dialect of the
learners is also found effective (Srivastava,1980). Khan
(1958) found that one hundred & twentyfive hours of instruct-
ion would prevent the adult learners from relapsing into
illiteracy. Kundu (1985) found that each one teach one
method was a better method of teaching adults. The
methodology used by the studies reviewed under this section
is mostly experimental.

2.3.4   Models for Evaluating Continuing Education:

Bolton (1975) developed a programme evaluation procedure
in Basic Adult Education which could be used by the programme
administrator for formative and summative evaluation. He

developed the procedure which consisted of the following
ten steps:

i)   assessing the needs;
ii)   ranking the needs;
iii)   translating ranks and needs into programme goals,
iv)   defining objective with goals;
v)   sequencing objectives;
vi)   developing instruments and procedure;
vii)   applying instrumentation and gathering data;
viii)   analysing the data, in terms of the goals and
        needs of the learners;
ix)   comparing data to judgement criteria; and
x)   determining course of action.

Marshall (1983) determined the perceived effectiveness
of evaluation criteria in evaluating extension education.
Data were collected from the Extension professionals in
Missouri's co-operative Extension Service on 27 criteria.
From the factor analysis of their responses, three themes
emerged viz., participation, satisfaction and achievement
of goals of the participants. However, the study concluded
that the effectiveness criteria should be deliberately
determined in each evaluation setting depending on organi-
zational and programme approach perspectives. The
researcher suggested to follow multidimensional criteria
to evaluate the effectiveness of CE programmes.

2.2.5   Appraisal Studies:

        The studies under this heading are classified as under:
-       Evaluation in terms of change in learners' behaviour.
-       Evaluation of the whole process of education.
-       Case studies.

The impact of adult and CE on the behavioural changes
of the learners has been studied by quite a few researchers.
But most of the studies have concentrated on the literacy
and functional literacy programmes.

Pal (1970) conducted an experiment to study the effective-
ness of the farmers' Training and Extension Education Programmes
in respect of change in the knowledge, attitude, and adaptation
behaviour of the participants. The experiment was carried out
by taking two groups of farmers, one, the experimental
(institutionalized training) and the other, a control group
(non-institutionalized training). By applying pre-test and
post-test design he found that the programme brought about
changes in the attitude of the farmers towards Farmers'
Training Programme and adapted the package practices for
'wheat' and 'bajra' cultivation.

Liles (1981) conducted a study on the attitudinal
changes in community adaptation, mental health status, self-
concept, agricultural extension of the learners who parti-
cipated in the Extension Education Programmes, viz. Expanded
Food and Nutrition Education and Adult Volunteer Orientation
Training. It was reported in the study that, participation
in the programmes, brought about positive changes in the
attitude towards mental health status and agricultural
extension concept.

Neil (1985) investigated the extent to which partici-
pation in CE programmes was positively related with the
attitude of the learners, and found that they were positively
related.

Kudesia (1973) evaluated the role of social education in
rural development in the state of Madhya Pradesh. He

evaluated the role in terms of certain behavioural changes, viz. social, political, economic, cultural, and hygienic practices. The study reported that the levels of achievement on health and cultural development were higher as compared to other aspects like social, political and economic.

Agnihotri (1974) conducted an evaluative study of the AE programme which was in operation under the pilot plan in the Wardha district of Maharashtra. The impact of the programme was observed in terms of literacy level, social attitude, change in living pattern, recreation, improvement in economic condition, and community participation. The study revealed that adult education programme had not brought about desirable changes in the beneficiaries on the above aspects.

Newman (1975) undertook an experimental study to find out the impact of basic education classes on coping behaviour and self-confidence of the under educated Appalachian adults. He observed that the adults, attending the classes, coped more adequately with their health, personal and social problems. They also exhibited greater self-confidence with increased ability to meet their civic and social responsibilities in comparison to those not attending the classes.

Ganguli (1984) made a study to evaluate the performance of NAEP, implemented through the Bihar University. He observed that the programme helped in developing the literacy skills,viz., reading, writing and numeracy, but failed to increase the awareness level. Similar findings are also reported by Seth (1984) in her study conducted in Delhi to find out the impact of functional literacy programme on literacy and social awareness among the adults.

Studies on the evaluation of AE,CE and extension
education programmes as a process, have aimed at observing
the success of the programmes in relation to several inter-
related aspects, like, physical facilities, quality of
teaching - learning materials, qualification and perception
of adult educators, co-ordination with developmental agencies,and
attitude of the implementing officers.

Sharma et.al., (1979) and Rao et.al. (1980) appraised
the status of AE programme in the states of Gujarat and
Rajasthan respectively. Sharma et.al.'s study (1979) drew a
sample of 530 learners from 169 adult education centres. They
found that AE centres were not having basic facilities: house,
lightingetc. Seventy percent of the centres were organized
for the learners from the weaker sections. The achievement of
the learners on functionality and awareness was very poor.
The study conducted by Rao et.al., (1980) revealed that sixty
percent centres were dominated by learners from high income
groups; and a high percentage of instructors perceived literacy
as the most useful component of the programme. They also
observed that twentyfive percent instructors did not satisfy
the requirement of prescribed qualifications. Some of the
major problems which inhibited the learners from attending
the centres were, pre-occupation with works   inadequate
facilities at the centres and non-suitability of scheduled
time.

Muthayya (1980) examined the co-ordination between the
functionaries of adult education and formal education at the
district and block levels, in implementing the programme of
AE. According to the study, the officials in the formal
education believed that adult education was not their
concern. As a result their co-operation was almost non-
existent.

The study also reported that the State Resource Centre (S.R.C) did not undertake any field survey to identify the learners needs while preparing learning materials. The materials produced were by and large oriented to literacy; neglecting the functional components.

Dey et. al. (1981) evaluated the whole process of NAEP in nine districts in the State of Bihar. They assessed the programme with respect to the learners' background, instructors' background, learners' participation and teaching-learning process. The major findings of the study were: majority of the learners join'd the centre to achieve literacy skills, the materials used were not of their interest, the timings of the centres were also not suitable to the learners, and functional literacy was a missing element. However, the study reported that though the instructors received training, they found it inadequate.

Srinivascharyulu (1982) made an extensive study on the status of the University Departments of Adult and CE in India, in terms of their purposes, administration, organization of programmes and the centre - community relations. The study revealed that the Departments followed the purposes set by the U.G.C. and the consciousness about the purposes of CE was generally lacking amongst the grassroot level function-aries. It was also reported in the study that part-time heads were in-charge which led to half-hearted actions by them. Staff-meeting was a rare practice in many of the Departments. The curriculum was prepared without consideration of the background of the learners. Barring very few, the Departments did not provide any programme for further learning and the reasons were lack of awareness regarding the purposes of CE, and lack of experience in such programmes on the part of the core staff of the Departments.

A study conducted by Khajuria et.al.(1985) to point out
the weaknesses of the AE programme implemented by Kurukshetra
Univeraity reported that, motivation of the adults was at the
lowest; honorarium paid to the instructors was very low which
affected their involvement; supply of teaching-learning
materials by the State Resource Centre was far from satisfactory
in terms of their quality and quantity; and as the posts in the
programme were temporary, the involvement of the staffs was
half-hearted.

The U.G.C. Review Committee on University System and
Extension as the third dimension (1987) reported that the
Universities, by and large have moved speedily in setting up
infrastructures for implementation of AE, CE and extension
education programmes. The programmes have expanded considerably
in quantitative terms, and the indifferent attitudes of the
Universities towards adult and CE is gradually decreasing. The
Committee also observed the following problems of the programmes.
Extension education and CE programmes are still considered as
extra-curricular activities by the teachers of the Universities.
Supervision of AE is the weakest point of the programme, mainly
because part-time supervisors have been appointed. The basic
thrust of AE programme has been literacy as a result of which
the motivation among the adults is more or less missing. There
is lack of co-ordination between various agencies engaged in
the programme at the State and district levels. Training of
functionaries remains far from satisfactory. Post-literacy
and follow-up programmes are hardly undertaken and in the
absence of such programmes, adult education remains as literacy
programme only. The literacy skills acquired by the adults too
relapse after sometimes as no follow-up programmes are being
organized. The Committee also observed that CE programmes
in the forms of vocational and professional training have not
made much progress though earnest efforts have been made by
few Universities.

Studies conducted to evaluate the programmes of AE and
CE in terms of behavioural changes in learners show that most
of the studies carried out by the Indian researchers,
concentrated on adult education run by the government. These
studies tried to observe the impact of the programmes on
literacy skills and on some behavioural aspects like social,
political, cultural, health and hygienic practices. It was
observed that the programmes has been able to develop the
literacy skills among the adults, but its impact on other
socio-personal behaviour is negligent. Appraisal studies
conducted in the University set-up (Ganguli,1984; Srinivascharyulu
1982; U.G.C. Review Committee, 1987) also found that CE, in the
form of vocational and professional education has not made much
progress. Even the concept of CE is not properly understood by
the functionaries. (Srinivascharyulu, 1982). The studies
which sought to analyse the whole process of the adult education
programme, found several lacunae in the programme. The centres
are not provided with adequate physical facilities, instructors
do not satisfy the prescribed qualifications; timing is not
suitable to many learners; there is lack of co-ordination
between the agencies like S.R.C, District Board of Adult
Education; and the lack of emphasis on functionality and
awareness is noticeable. On thewhole, the programme seems to be
in a bad shape.

There are three researches carried out in the University
set up, viz. Srinivascharyulu (1982), Ganguli (1984) and
Khajuria et.al., (1985). The last two studies concentrate on
U.G.C. sponsored AE Programme and the study by Srinivascharyulu
(1982) presents the existing status of the Departments of
Adult and CE in the Indian Universities. The survey by the
U.G.C. Review Committee (1987) also presents the existing status
of the Departments and their programmes.

The studies reviewed above, used questionnaires, information schedules, and interviews as techniques of data collection.

Case studies undertaken by the researchers, analysed the effectiveness of the programmes of a Department/Institution, the functioning and contribution of the Department in providing CE service to the community,

Srinivascharyulu (1982) in his study on 'Continuing Education in Indian Universities', besides making a survey of the Departments of Adult Education in respect of their objectives, programmes and organizational strategies, made case studies of twelve departments to analyse their functioning. He observed that in most of these institutions due to part-time heads, half-hearted actions were being taken resulting in poor performance. No systematic planning of the programmes was made at the departmental level, and due to lack of awareness on the part of the functionaries about the meaning and purpose of CE, programmes leading to further learning received less attention in the Departments.

Buchwald (1985) conducted a case study on the services provided for adult students at the University Centre of Tulsa. The main purpose of the study was to find out the usefulness of the services at the centre as perceived by the adult students. The study showed that the students held positive attitude towards the services provided by the centre viz., academic, counselling, library and book store.

Biss (1985) made a case study on the effectiveness of the Sasktachewan Community College Model of Community Service in Canada. He found that the model was successful in implementing the essential elements like, the involvement of individuals and the communities in the identification and

designing of learning activities and counselling. The
neglected aspects of the model were, lack of preparation to
support the initial development effort and lack of operational
specification regarding the model's major components.

Several other case studies have tried to find out the
factors contributing to the establishment of the Continuing
Education Centres/ Departments, programmes organised by these
Departments, and the general perception of the beneficiaries
about the usefulness of the programmes. Fahs (1985) found
that the off-campus CE programmes provided at the University
of California were equivalent in quality with campus education.
He observed that CE has become increasingly recognized as an
integral part of many higher education institutions in
California. Clark (1986) observed that the Department of
Extension Education at the University of Alberta, Canada, has
established itself as a most important cultural force with
its innovative programmes in the Province of Alberta.
Similarly Adeniji (1987) made a case study of the Department
of AE in the University of Ibadan and found that the basic
purpose of establishing the Department was to provide
literacy and impart civic roles to the adults.

The case studies conducted in India show that Adult and
CE have been implemented half-heartedly resulting to poor
performance. However, the studies conducted abroad revealed
that CE has been accepted as a major force for bringing about
changes in the individual and the society at large.

2.3 Discussion

Researches reviewed so far in this chapter indicate
several dimensions which lend support to the theoretical
framework and rationale of the present study.

Researches related to the concept of CE, consider
education as a lifelong process that encompasses different
forms of education, viz., CE, AE, social education, and
extension education. It is also observed that AE, including
literacy is a part of CE process.

Regarding the functioning of Adult and CE programmes,
most of the studies specifically in India have concentrated
on adult education programme run by the government. These
studies have not analysed the functioning of AE from the
perspective of CE. Hence the implications of these studies
can be drawn for the AE programme that has elements of literacy,
functionality, and awareness. However, these studies found that
AE programme has succeeded in developing the literacy skills
(reading, writing and arithmetic) among the adults, but suffers
from several shortcomings in respect of teaching practices,
learning materials, training, monitoring, supervision and in its
ability to develop awareness and functionality of the adults.
In otherwords, it can be stated that AE programme by and large
remains as a literacy programme in India.

There is a broad agreement among the studies conducted
both in India and aborad, on making the Adult and CE programmes
need based. The studies reveal that the needs and interests
of the learners vary according to their living conditions,
educational background, occupational requirements, and other
socio-personal necessities. Hence, the programmes need to be
designed taking into consideration the needs of the beneficiaries.
Accordingly, the effectiveness of the programmes to a greater
extent depends on how it responds to these needs.

It was also observed from the review of related literature
that Adult and CE programmes in the University set-up has
received lesser attention as an area of research. Very few
studies were found to have investigated the functioning of CE

programmes in the IndianUniversities. While the studies by
Ganguli (1984), Khajuria et al.(1985) were by and large
related to the U.G.C. sponsored adult literacy programme, the
study by Srinivascharyulu (1982) investigated the existing
status of the Departments of Adult and CE in the University
and their programmes. No attempt has been made to study the
concept of CE in its development perspective. Not much
literature is available as to how the concept was first
institutionalized in the University.

The U.G.C. Review Committee on University System and
Extension (1987), presents a global view of the' present
status of CE in the University and the programmes organized
in the name of CE in the University Departments of Adult and
Continuing Education. But the Committee fails to provide
peculiarities related to each Department of Adult and CE as
an organisational unit in the University set up. Keeping
in view all the factors discussed above, the present study
focusses on two broad aspects, viz., how the concept of CE
was first institutionalized in the University and developed
in its structure and functions; and secondly, the functioning
of the system of CE and its programmes in a university set-up.

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