
CHAPTER - II

REVIEW OF RELATED LITERATURE

Needs to Study the Trends of Different Countries

Before going into the background of history of the adult education in India, it may be worthwhile to look into the adult education programmes in broader perspective organised by different countries to be well acquainted with various administrative and organisational set up, different channels to impart adult education programme, different courses and different types of social, economic and administrative forces connected with the adult education to provide a thoughtful, concrete and unbiased deeper insight to build strategy to overcome the weakness of adult education for better tomorrow of Indian citizens in different life situations. Because the number of studies, in economically progressive countries, indicate that human factor is more important in development, rather than those of land and capital. The progress is not dependent on physical labours, natural resources or capital investment, as compared to train the human skills by right type of education through proper organisational set up.

Trends in Other Countries

Adult education was named differently in different countries in different periods. Different nomenclatures used are: (1) mass education, (2) community education, (3) folk

education, (4) peoples' educational programme, (5) cultural mission, (6) social non-formal education, (7) basic education, (8) adult education, etc., but adult education is the most common and universally used form of expression. By implication, it means imparting education to those, who at their educable age could not or did not go in for formal schooling. It carries a sense of compensation for the denial of opportunity in earlihood. Originally, its scope did not stretch further than learning the "3 R's".

Now, with the progress of scientific and technological knowledge, the meaning of adult education has widened immensely and now, it embraces almost everything that stands for education. The adult education can, thus, be regarded as life long education for every normal living human being.

1. Canada : In Canada, much work is being done in this area.

Non-formal programmes, as correspondence education; educational broadcasting; and some short courses, are arranged according to the needs of the learners. A training programme (including functional literacy as an important programme) is implemented for the fishermen.

2. China: The adult education started its function in 1924. During 1949-'52 revolution, maximum attentions were paid to eradicate the illiteracy. The classes

were held in every villages in day or night on the wish of the learners. Government provided funds for all way in every field. Before the cultural revolution of 1966, the workers and peasants were motivated to attend the 'Spare time secondary education' classes.

3. Vietnam: The literacy has been wiped out in 1958 due to politician's dedication and commitment to the national reconstruction through education. Each minority group was literate in regional language and later in Vietnamese. Vietnam gave importance on universilization of the elementary education. Post literacy education was devised for specific occupational purposes. The educational opportunities have been provided for adults in all dimennsions with priority given to peasants, workers and young people, who want improvement in their skills and political consciousness. Today, all the villagers are literate.

4. Thiland: The curricula of the functional literacy and family life programmes go together and are based on the needs and problems of the target population. The text books consist of loose cards bound together to have maximum flexibility, six types of programmes are arranged, i.e., (i) classroom sub-project, (ii) volunteer walking teachers sub-project, (iii) Buddhist Monks FL sub-project,

(iv) radio correspondence sub-project, (v) hill tribes sub-project, and (vi) teachers' college sub-project, where the students-teachers are involved.

5. Great Britain: In Great Britain, illiteracy does not present any serious problem. The aim of adult education is to broaden the horizons of the people and offer them opportunities for further cultivation. The televisions and radios are utilised and supplemented through the provision of correspondence courses.

6. Guyana: In this country, the non-formal education concentrates on the provision of function literacy programmes. Though it is founded by the government, it is largely administered by the non-formal institutions.

7. Malawi: The adult education and training programmes, in this country, are administered by a number of government ministries and agencies. The training programme includes courses in health work, rural development, agriculture, library services, auto repairs and craft works. The creation of a National Advisory Council is under active consideration to increase the coordination in the planning and the implementation of the programmes.

8. Ghana: On the suggestion of a UNESCO Literary Mission, a 36 members National Working Party on literacy

programme has been set up to review the literacy programme and integrate it effectively with the community development programme. A number of recommendations of that an Experimental Functional Programme has been launched to cover large number of the illiterate persons. A corps of writers has been recruited and trained for the purpose of writing the necessary literatures.

9. Kenya : Kenya's non-formal education system is well developed and is directed by various ministries and voluntary organisations. The Village Polytechnics arrange relevant training courses aimed at assisting young citizens to be self reliant. The University of Nairobi has an extramural studies department, which deals with adult education programmes. It also disseminates information on multipurpose development centres, the national youth service and the work of government ministries and agencies involved in adult education programme.

10. Gambia : The Gambia Government has decided recently to explore the possibility of establishment of a programme of non-formal education. A UNESCO expert has been appointed to advise the government.

11. Nigeria: In this country, the non-formal educational activities are organised mainly by the State

or local government. In the third National Plan, the adult education has, since 1975, become the concern of the Federal Government. It has, as its aim, the provision of appropriate education and training for all Nigerians.

12. Australia: In Australia, there is a National Council to assist curriculum development, the work being undertaken by the Federal Government in partnership with the six States. Among the problems encountered are those relating to premature leavers and the increasing unemployment. Some pilot schemes are being conducted in an attempt to discover the causes and remedies. It is expected that the technical colleges will play a major role in this area.

13. Japan: The example of Japan, for its contribution towards the adult education, is well known. By the middle of the nineteenth century, she was suddenly awakened by the West out of her complacent isolation. The first thing, that her wise rulers did, was to build up a system of general and technical education with widespread literacy as its firm basis. This was fundamental to Japan's industrial advancements. Japan did not begin with steel mills. She laid a solid foundation for economic development in her nationwide system of general education.

14. Denmark: Folk high schools of Denmark have made a mark in the field of adult education by launching programmes catering to the needs of the agriculturists, fishermen and housewives. This programme aimed at bringing about a self-generating economy and sublimation of social and cultural values. These folk schools of Denmark were started in 1844 and with the effects of the industrialization, they have to an extent outlined their mission. Yet, the government is eager to conserve these institutions and encourage peoples' access to them, as they are still the spiritual and moral backbone of the national level.

15. United States: The world's wealthiest and highly advanced country, like United States of America, still recognises the significance of the adult education. The main objective of the adult education, in United States, is to uplift the individual as well as his environment and great emphasis to utilise the leisure time, and to provide the continuing education to its employees and clients.

16. Russia: The progress of the mass literacy in Soviet Russia is as astonishing as its achievements in the various fields of science and technology. It started with apparently low rate of literacy, 5 per cent according

to All Russia Census of 1897. The adult education programme got momentum after the outbreak of the Great October Revolution of 1917. 'LIKPUNKTS' (points of the liquidation of illiteracy) were set up at all available places. As opposed to the individual central programme of the United States, Russia gears up all her activities towards the achievements of the national goals. 'LIKPUNKTS' were essential for instilling the sense of loyalty and patriotism, as well as making the people sound in science and technology. Because Russia believed that she should be second to none in the world in the technological rate. The illiteracy did not pose a problem as they believed in 'Each one teach one policy'. The adult education was made compulsory in the true sense of the term. The workers, in the field of the adult education, were given training through (a) short training course, (b) supervision of the teaching work, (c) conferences of the workers, and (d) supply of the guide books to the workers. The seminars were arranged to assess the special needs, problems and characteristics.

17. Brazil: In 1970, nearly 34 per cent of the Brazilians were illiterate. The small educational units were set up, called 'Mobral'. Within just eight years, the illiteracy is down to 16.4 per cent and it is predicted that the percentage will be cut down by 10 per cent by 1980. Mobral

classes have been held not only in schools, but in factories also, as well as in union halls, beauty parlours and churches. Thousands of students have come there on foot too. In Salvador, there are classes for lepers and convicts; in Sao Paulo, for the blind. Mobral is not run by the professional educators, but by the engineers and planners. The teachers are paid piece rate - a monthly fee for each student until the fourth month of the course. The course is conducted five evenings a week for five months, until the students (adults) can use a telephone book, write notes to relatives and learn about last night's football game from the news paper. After the first part of the programme, some qualify for Senai or Senac Brazilian agencies, which have apprenticeship programmes for typing, shorthand, welding, electronics and other needed skills. Brazil is trying to make Mobral even more vital in the changing world. There are some experimental courses in such skills as masonry, bricklaying and plastering. Another programme is training 40,000 moralities as tractor drivers.

Mobral has made an impact beyond Brazil's borders. Jamaica now has a Mobral, like Jamal Literacy Foundation, not so much how to teach, but how to muster national resources into a massive programme.

After viewing the trends in other countries, it is felt that it is high time for our country to give full

emphasis and attention towards this vital problem. We can review our programme in the context of other countries' achievement in the field.

NEED TO STUDY THE NATURE OF THE ADULT EDUCATION

(A). The need, to study the nature of the adult education, necessitates to know the history of the adult education in India from era of social reforms to new wave in adult education, which encompasses many purposes. If studied, it will give answers of the following questions:

- i) Social mobility in the early part of the 20th century.
 - ii) Changes in static stability by the advent of the British rule.
 - iii) Emergence of the new caste system.
 - iv) Social and political consciousness.
 - v) Era of the mass movement.
 - vi) Era of emergence of new role of the social education.
 - vii) Adult education from the social education.
 - viii) (a) Fundamental literacy for the farmers,
(b) Non-formal education for the youth, and
(c) Polyvalent Shramik Vidyapeeth.
 - ix) Adult literacy in nut shell with decreasing rate in the literacy in recent few decades.
 - x) New wave in the adult education.
- (B). Implications drawn from the history of the adult education.

Nature of Adult Education (From era of social reform to
new wave in adult education)

Era of Social Reform (1857 A. D. to 1920 A. D.)

Till the middle of the nineteenth century, most of the countries of the world were behind the poverty, ignorance and diseases. It was earlier twentieth century, where most of the world countries improved their social and individual conditions; they adopted new techniques to improve the economic conditions of their men. This was a time of professionalization. There was acute shortage of men of specialized skills. It originated a different types of situation related to skills, which in turn made society complex. It had, indeed, increased social mobility in stormy way and most of the men of the privileged classes had been pushed into the middle class. Most of the middle class people were illiterate and they forced the government to provide them education. Growing political conscious was the another reason for speeding up the social education, and awakened the masses. Certain religious and social movements had drawn the attention of the masses. In fact, the adult education came out as institution to place the people at the place of their ability and interests.

In India, more than 92 per cent people were living in the villages, passing peaceful life depending on agriculture.

The villages were able to manage their requirements. The work was fixed upon their ^{an} central work. Birth was the determining factor of men for their status and occupational activity. There was no buying and selling of land, no travelling and no transport communication. The villagers were passing their life happily, compared to at present. There was little knowledge regarding the science and technology. All the powers were vested in God. In fact, people turned in a position of no anxiety and no supremacy among the different classes of the people. The economic and social conditions were not fluctuating. Indigenous system was able to control the static socio-economic conditions of the time. In such a situation, the adult education had no value. The shape of static stability was changed into unbalanced socio-economic structures, as a result of the British rule establishment in India. The Indian artisans were not able to continue with the modern mechanism of the West. The Indian economy was jolting by the population increment, which was in turn influenced the social and cultural life.

The late of nineteenth century had been influenced by many agencies to help the common man to improve their alarming conditions. These were:

- i) Christian Missionaries, and
- ii) Indian social reforms. They played defensive role against the missionaries activities.

After the national and political movements, the British government introduced a new working system based on :

- i) the ideology of the ruling class,
- ii) the land relations and administrative systems, and
- iii) the new means of communication (Desai, 1948).

The new administrative system, when was operated, created unprecedented calamities for the villagers. Right of own property had been lifted and gave birth land lord and poor farmers. Previously produced shares of the land were being given as revenue, but during the British rule, they fixed the revenue in terms of money. This gave impetus into the commercialization of the agriculture. The Britishers did not allow them to settle their matters of conflict in the villages, but in the courts. This paved to finish their unity and gave a new value and competitions among the villagers. These policies were just a cure of a policy, i.e., divide and rule.

The results of such implementations changed the caste

system in the following classes in the rural areas (Desai, 1948):

- i) Zamindars.
- ii) Absentee Landlords.
- iii) Tenants.
- iv) Peasant Proprietors.
- v) Agricultural labourers.
- vi) Merchants and Money lenders, etc.

In the urban areas, there were the following four classes:

- i) Capitalists.
- ii) Working classes.
- iii) Petty traders and shop keepers.
- iv) Professional classes.

In the Western countries, the agriculture and industry made a balance, but in India, it was not the case. The Britishers wanted, from the country, only the production of the raw materials. This ideology resulted among the individuals to depend more and more on lands, as it is shown below (Desai, 1948).

Y e a r	Percentage of population depending on land	Percentage of population depending on industry
1891	61.1	-
1901	65.5	-
1911	72.2	5.5
1921	73.0	4.9
1931	75.0	4.3

The villagers, who were providing grains and other outputs, had to be dependent upon themselves. Merchants began to take more profit from the villagers. Many taxes had been imposed. As a result, the poor peasant went into deeper poverty. This led to organise the big landholders on one hand and the land labourers on the other hand. In 1882, land labourers were estimated 7.5 lakhs and by 1931, their number increased to 300 lakhs. In fact, the agriculturists became poor (Desai, 1948).

Era of Social Reforms

The Christian Missionaries came forward to organise them due to the unpleasant conditions of the people. The

Brahmsamaj (1829), Aryasamaj (1879) and other social reform movements aroused consciousness among the poor people. The Ramakrishna Mission (1897) gave the spiritual realm to the poor masses, as well as the social and economic upliftment.

In the era of social reforms, the Raja Ram Mohan Roy took active part for the equality of sex and equality of the citizens. Many leaders concentrated their efforts to eradicate the social evils, like prevention of child marriage, promotion of widow marriage, promotion of women education and promotion of active participation in the public life. The Mogaveera Vyavasth Apika Mandal (1902), the Servants of Indian Society, the Depressed Class of Mission Society in Bombay (1906), the Seva Sadan, Bombay with branches in Ahmedabad, Surat and Poone (1928), the Depressed Class Mission Society of Madras (1909), the Mahila Samaj, Bombay (1916), the Social Service League, Bombay (1911) and many others had adult education as their one of the activities. Beyond this, a large number of literacy classes were opened by the cooperative and local bodies throughout the country (Mohsini, 1973).

The foreign returned Indians, particularly the army soldiers after the World War I, also tried to educate the masses. Although the Britishers determined to suppress,

but they did not succeed. The cooperative movement played an important role to educate the masses of the villages to improve their economic status and also gave lessons to keep the records.

The political movement gathered momentum to demand home rule by the Indian National Congress. On one side, they wanted to get freedom under the flag of the social movement (to organise the poor masses to fight against the ruler). This led to establish the night schools. These efforts took doublefold, when Gandhi Ji and other national leaders delivered speeches about the Harijan upliftment, basic education including the adult education and literacy, small scale industry, khadi, and the village sanitation and hygiene.

During the latter half of the nineteenth century and starting of the twentieth century, the Provincial government had organised a number of schools to meet the needs and teach English for the middle class to give the appointment in the big cities. But this was not continued for a long time, as their needs were satisfied. So, it could not be any instrument for any improvement in the country. The Provincial Government also took interest to open the public libraries and had provided grants to these institutions. In 1919, All India Library Conference was held, as a result, the All India Library Association was formed. It initiated the people to

open the libraries and gave a slogan, "book is important as medicine", and initiated the use of news papers, which were brought out by the politicians. But the library movement did not get success till the dawn of 20th century, while some progress were made by Baroda and Madras. The king of Baroda established the State Library Department in 1910 and the village libraries were given matching grants. This movement spread over Gujrat and few districts of Bombay. In Madras, there had been established Andhra Library Association in 1917. It started organising the libraries in the villages (Mohsini, 1973).

Era of Mass Movement

The struggle for freedom, which took a shape of non-cooperative movement in 1926, made a remarkable growth of the national spirit. The organisation and administration of such a vast movement was not possible without the use of media for educating the masses and preparing them for achieving the Swaraj. The progress of the adult education did not get success until the non-cooperative movement was suspended in 1922 and Gandhi Ji decided the nation to pay concrete energy to the rebuilding India. The transfer of political activity to constructive work initiated the people to pay the attention towards the adult education. The civil disobedience and ^obycott the British regime diverted them from adult education (Mohsini, 1973), but the country's interest



in constructive work gave great impetus to the adult education after the movement was suspended. The adult education activities were organised on large scale in the wake of the two political movements of 1920 and 1930 and got success in 1927 and 1937.

The adult education, in our country, is of recent origin. In 1854, Sir Charles Wood, in his despatch, declared his policy to combat the ignorance of the people, which may be considered to be the greatest curse of the country (Misra, 1971). The All India Women Conference was held in 1926 and demanded their rights. Gandhi Ji formed Harijan Sewak Sangh in 1926. It paid incentives to many harijan leaders to fight for their right. In 1929, the Indian National Congress took essential political character with the social motives. Those people also opened the adult classes.

In 1922 in Punjab, 100 night schools were started in the rural areas with 1783 pupils. It was 1922 that Punjab Government made provision in the budget for the adult education, so with this budget, more night schools were started. In 1926-'27, 3784 night schools were opened with the enrolment of 98414 students. In United Province (U.P.), subsidiary grant was given to six Municipalities to continue with this assignment. In Bombay, there was 27 schools run by the Central Cooperative Institute, which got donation from

Sir V. D. Thackersey (Nanda, 1977). In the year 1924, the Government of Travancore started to give a grant in aid to those night schools, which had started to give instruction to 20-40 students for 2 to 3 hours daily for atleast 100 days a year (Srivastava, 1963).

In between 1927 to 1937, there was heavily decline in the adult education movement due to economic unrest, political interferences in other fields and communal riots. In Punjab, for example, the enrolment in adult schools fell down from 98414 to 5000. In such adverse circumstances, certain individuals took initiative and contributed for the promotion of the adult education.

Dr. J. J. Lucas of Allahabad carried researches on the adult education and wrote many papers and articles. Dr. J. H. Lawrence of Manipur taught Hindi in Devnagari script. Mr. W. M. Ryburn of Christian School in Rupar district had played a significant role in improvement of the adult education (Nanda, 1977).

In Bombay city, some progress was recorded in the adult education during this period. In 1932, the entire state of Bombay had 143 schools, but in 1937, the number of the adult education schools rose to 180. A School Inspector, Mr. S. G. Daniel, devoted several hours in a day to instruct men and

women, wrote popular text books for the children and adults. About the year 1935, Travancore Government began to give annual grants. The library and reading rooms were opened in the primary schools at the Education Department and sanctioned Rs. 30,000 a year for 80 libraries (Srivastava, 1963).

The eradication of illiteracy got momentum, when the British Government declared the literacy vote in 1934. The National leaders tried their best to achieve adult franchise from this. The result of this was that - when the Congress ministry came into power in 1937. The literacy campaign was started as mass movement. Dr. Sayed Mahmud, C. Rajgopalachari, Mrs. Vijaya Laxmi Pandit had also played significant role (Srivastava, 1963).

The Adult Education Association came into existence in several provinces. In Bengal, Lucknow, Punjab, Madras, Mysore and Travancore, the Adult Education Associations were formed. The National Adult School Union of Britain sent Mr. T. F. Williams, as their representative in 1937, to study the ways of assisting adults. The first All India Adult Conference was met in Delhi in March, 1958 (Srivastava, 1963). The momentum was appreciated by the World Library expert. He also applied his methods to Indian conditions and gave detailed description in the book, "India Shall Be Literate (Laubach, 1940)".

In U.P., literacy was started by the Expansion Department created originally for the literacy purposes (Srivastava, 1963).

The Education Department of Assam started literacy and post literacy classes, and established the village libraries and distributed copies of the primers and post literacy reading materials (Srivastava, 1963).

In Bengal, the night schools were opened by the Rural Reconstruction Department. A large number of non-officials, educational institutions, private agencies, government departments, cooperatives, all played a successful role to make it mass movement. Between 1939 to 1942, the number of adult classes in Bengal rose from 10,000 to 22,571 and the number of students increased from 150,000 to 530,175 (Srivastava, 1963).

Era of Emergency of Adult Education

In 1939, the Adult Education Committee of the Central Advisory Board of Education made a few recommendations on the adult education. Some of the most important were as follows:

- a) Efforts should be directed in the beginning to persuade the illiterates voluntarily to undergo instruction. If

voluntary system fails to achieve its object, ways and means of bringing pressure to bear on illiterates should be explored.

- b) The form, in which the instruction is given, must be intelligible and interesting to the student and the instruction itself be closely related to his occupations, his personal interests, and social and economic conditions, under which he lives.
- c) The boys, under 12 years or those attending a full time school, should not be encouraged to attend the evening classes. If necessary, separate classes should be organised for the boys between 12 and 16 years.
- d) The possibility of making a period of social service, obligatory on all students in universities and pupils in upper classes of high school, should be carefully examined. In the meantime, an appeal was also to be made to all the educated persons and in particular, to government servants, to render voluntary service in connection with the literacy campaign.
- e) Mechanical aids to learning such as the radio, the cinema, the gramophone and the magic lantern can be used with great effect in adult education (Sergent Report, 1944).

With the resignation of the Congress ministry, the literacy suffered a serious set back. It was in 1945-'46, Bombay showed some progress due to compact area scheme. In this period, 750 classes were opened with the enrolment of 26,000, which rose to 3,300 classes with the enrolment of 70,000 in 1946-'47. In Mysore, the number of the adult classes rose from 488 with the enrolment of 6,201 in 1943 to 3,941 classes with the enrolment of 78,611 in 1946-'47 (Srivastava, 1963).

In 1944, the Central Advisory Board of Education gave a plan of 'Post War Education Development in India', known as 'Sergent Plan'.

The chief recommendations of Sergent Plan were as follows :

1. Although the main emphasis in the beginning may be placed on the liquidation of the illiteracy, the adult education, in the full sense, must be provided for those, who are already literate.
2. Even with the introduction of a universal system of the basic education, there will be over 9 crores of illiterate (age group of 20-40 years) to be dealt with. So the adult education should be regarded as

complementary to the free and compulsory system of the primary education. The plan should be made to solve the problems of the adult education within a period of 20 years.

3. The responsibility of the adult education must rest with the State, but every effort should be made to enlist the aid of suitable voluntary organisations where-ever available.

The proposals of the Sargent Plan were estimated to cost of little less than Rs. 3 crores during the entire period of 20 years needed for the complete liquidation of the illiteracy (Srivastava, 1963).

Social Education in the Five Year Plans

The independence came after the turmoil of communal riots with the attainment of freedom. The India Government accepted the importance to educate the people for proper functioning of the secular democracy. The concept, 'adult education' was found to be a legacy from the British period. This concept was thoroughly analysed and it was found that the concept was too narrow and too inadequate to cope with the new challenging demands of our country. The concept of adult education underwent change that was social education, and included 5 point programmes of literacy; health and hygiene; improvement in economic status; citizenship; and recreation.

The shape of the adult education, given during the first half of the present century in our country, was mainly the "3 R's" and could not be related it with life conditions of the learners. But in post independence period, the country saw a change in the concept of adult education. It tried to inculcate civic culture among the adults, thereby helping the illiterate masses to become active participants in the society. Health and hygiene, environment and sanitation, accounting, budgeting, etc. were included as the subjects of the study in adult education classes. This new trend was called the social education and was implemented through the National Extension Service Block. The expenditure on the adult education in different plans is given below:

Expenditure of Adult Education in Five Year Plans

Particulars	Expenditure in Crores Rs.				
	Ist Plan	IIIndPlan	IIIrdPlan	IVth Plan	Vth Plan
Total Education	153.00	273.00	597.90	786.00	1285.00
Adult Education	5.00	4.00	3.30	4.50	18.01
Adult Education as percentage	3.30	1.50	0.50	0.60	1.40

(Yojana; October, 1978).

In 1952, when the community development movement was

started, social education got a solid base. The country was divided into small blocks. Each block had a team of workers. Educational Organiser was also in the team, but we were far behind from achieving our targets. In the First Five Year Plan, the literacy centres, community centres, libraries and Janta College were started and it was made an integral part of the Community Development Project. During the First Plan, 53 lakhs of adults were enrolled by the State Education Department and 12 lakhs in developmental blocks.

In the Second Plan, the training centres for the functionaries of social education, production of literature for non-literates, opening of libraries and preparation of audio visual aids were made.

In the Third Five Year Plan, all the provisions for the field-work of social education including literacy was placed under the budget of the Ministry of Community Development. The Central and State Education Departments had the finance provision in supporting the services, like production of literature.

Some main schemes, sponsored by the Central and State Governments in First, Second and Third Five Year Plans, are

given below:

- 1) The National Fundamental Education Centres were set up in 1956 to serve as a national centre for social education, research and evaluation to conduct the experiments in the production of better type of equipment and material.
- 2) For production of literature for neo-literates under this scheme, Ministry of Education awarded prizes to the authors of the best books for neo-literates in different languages. The Institute of Library Science was established in Delhi in 1959 and the Institute for Workers Education in Indore in 1960.
- 3) Besides the Ministry of Education and State Education Departments, social education was undertaken by the State Department and Planning Department in accordance with the scheme, drawn up by the Ministry of Community Development, Panchayati Raj and Cooperation. Seperate programmes were worked out by the Ministry of Defence for the Indian army. The Central Social Welfare Board and the Coal Mines Welfare Organisation of the Ministry of Labour and Employment had their own programmes. In social education, development blocks included the organisations of community centres, youth clubs, mahila mandal, adult centres, farmers groups, recreation centres and the training of Gram Sahayak.

Some main schemes in Fourth and Five Year Plans ~~are~~ given below:

1) Farmers training and Functional Literacy Programme was launched in 1968-'69. The programme looked to coordinate the activities of the Ministry of Education, Agriculture and Information. In the recent years, the education organised in non-formal manner, has become a part of the Family Planning Programme, Integrated Child Development Services, variety of other women welfare and rural development programmes.

2) In the recent past, the Ministry of Education and Social Welfare, as well as most of the State Governments had launched a National non-formal educational programme for the age group of 15-25 years. This programme had been expended, in 1977-'78, to nearly 100 districts.

3) In addition, the India Government had launched a programme of Functional Literacy in High Yielding Variety (H.Y.V.). The coordinated departments were Agriculture, Information, ^rBoard Costing and Education. By 1974-'75, 123 districts had been covered. Twenty more districts had been added during 1976-'77. The programme had been evaluated, but the degree of coordination varied from State to State.

On the whole, the programme had been reasonably successful, though there is always a room for improvement.

4) Nehru Yuvak Kendras are the focal point for the organisation of non-formal education programme among the youth and now, covering 135 districts with diversified programme including vocational training, functional literacy and cultural and recreational programmes through the network of youth clubs and mahila mandals. Workers education programme has been drawn up to provide learning opportunities to the workers. Some voluntary agencies, such as Karnatak Adult Education Council, Gujrat Social Education Committee and Bombay City Social Education Committee have had larger activities extended to the whole States.

5) Urban Adult Education Programme has been started in the denomination of Polyvalent Shramik Vidyapeeth at Bombay, Delhi and Ahmedabad to improve the vocational skills and technical knowledge of the workers for raising their efficiency and increasing their productivity.

6) The Review Committee, appointed by the Government of India to examine the various programmes of the worker's education in 1976-'77, has highlighted the main objectives of a Polyvalent Adult Education Centre, i.e.,

- (i) to provide the basic knowledge and skills related to the various jobs of the adults;
- (ii) to develop an arousing sense of social and civic responsibility and stimulating a desire of the knowledge among the working class.

Adult Literacy in Nut Shell

Due to the people consciousness and to some extent government efforts in making expansion of the primary education, the literacy rate, to some extent, has been increased. During the period 1901 to 1961, the percentage of the literacy rose from 6.2 to 24.0 per cent. On an average, increase of 1 per cent per decade in the first three decades, 5 per cent in the fourth decade, 2 per cent in the fifth decade and 7.4 per cent in the sixth decade, 5.3 per cent in the seventh decade and 6.87 per cent in the 8th decade (Kirpal, 1966).

There is decreased trend in the literacy from seventh decade to eighth decade. It is probably due to the hard time and fluctuations in the field of economic (high prices of the commodities), political instability, not paying proper attention towards illiterate masses, affluent persons are engaged in social and moral turpidity, caste feeling supporting the related persons

the officials, dowry system, rigidity, corrupt practices and their applications in accumulating money and ultimately breaking down of our cultural heritage and increased rate of the inhuman relations, restrictions of social mobility, etc.

New Wave in Adult Education

The adult education got momentum in March 1977. The Government realised the importance of the problems of the illiteracy, while determined efforts must be made to universalise the elementary education upto the age of 14 years. The educational facilities must be extended to the adult population to remedy for their education deprivation and to enable them to develop their personality. If the adults become literate, only then, they will realise the importance of education. This realisation will result in sending their own children to the schools to get primary education. Thus, adult education will have two positive effects on the whole educational system of our nation. The universalisation of elementary education and of adult education are, thus, mutually interdependent.

The nationwide National Adult Education Programme is emphasising that learning, working and leaving are inseparable in spirit of flexibility, diversity and decentralization. The

narrow concept of adult education, which was giving emphasis in imparting literacy skills only, has not undergone a change and has been widened to include a good deal besides the "3 R's" and provide the knowledge, skills and attitudes to individuals, which will help to work better and increase their productivity to improve their standard of living, participating intelligently in civic life, have better understanding of the nature and society for the persons belonging to the economically and socially deprived section of the society. It also includes general and civic education, health education including family planning, basic education in science and technology and physical education including sports and games. It will also make able to know his rights and will get rid of from exploitation. Thereby, it will bring about the radical-social transformation and just will create an egalitarian, and just society. The objective of the National Adult Education Programme can be stated, in short, as the adult education should not include only "3 R's", but should bring a change in the socio-economic status of the individual and prepare them for better life. It will create among them the sensitivity towards nation and contribution to human welfare.

The National Adult Education Programme is a massive adult education programme and in its two years of operation, 5.8 million illiterate adults had been literate and 39 crores

was spent by the Central and State Governments on the National Adult Education Programme. In the Sixth Plan (1980-'85), there is a provision to extend education to those who had been denied this privilege (Adisesiah, 1980).

Implications Drawn from the History of Adult Education

It is not that the adult education programme did not exist. They existed though in different forms with limited objectives and with different operational strategies. The literacy, the predominant goal of such programmes, was being imparted to adults, like primary school children, which was psychologically unsound and sociologically far less far sighted. Breaking away with this preceding base, a wide network of social education (which as a part of the Indian Community Development Movement Scheme) emerged with a plethora of programmes encompassing health, agriculture, rural industry, etc. The social education, with its swelling army of workers, trained in sociology, psychology and techniques of mass education had, now, its grip for sometime on the people. But it lacked an indispensable component, involvements of the mass and the crux of such programmes. Initial emphasis and enthusiasm did not last long leading to an early erosion of the base of such a gignatic scheme. Thus, one of the major post-independence innovations in the the education failed to have its dynamism and its mission

realised in any tangible way. Efforts, to raise the level of adult literacy in the past three decades, can be characterised as phenomenal in importance, but largely infructuous in end.

The National Adult Education Programme sprung from the debates and deliberations of the Central Advisory Board of Education and with added impetus from the UNESCO resolution on adult education in its 1976 session.

One of the striking features of this new approach is an involved understanding of the psychology of the poverty and of the interaction between the masses and established socio-economic power structure. This harmonious relationship and lack of collaboration involvement in the process of development gave a renewed thrust and vision to the National Adult Education Programme.

Literacy movement, in India, has got chequered history. Before the advent of the freedom, the British Raj served as a suitable alibi, on which we could recoil the whole blame for keeping our nation illiterate. It was alleged by us at the then times that the British could perpetuate their rule and perpetrate their tyranny over the country by keeping the masses illiterate. But in spite of all the blame that we had imputed to the British Raj, the state of literacy in our

country has not gained any perceptible or significant improvement, even after more than decades of independence. The general increase in percentage of the literacy is to be attributed not to the adult literacy movement, but to general rise in the percentage of school going children. The number of existing illiterate adults, however, is alarming more than what we inherited from the British Government at the time of independence.

Need For Review of the Studies

Before taking up any investigation, a systematic enquiry necessitated the support for the probable assumptions. This search is based on the following hunches of the researcher.

The inadequacy of the formal system of learning, to reach the poor illiterate masses, is apparent everywhere. This demands an alternative form of learning. The illiterate masses have to depend largely on others for information. They are often inhibited by superstitions and are reluctant to accept the scientific method and procedure in their daily activities. It is an educative process to prepare psychologically the people for acceptance of new ideas. It is possible only when they see the immediate benefits. Has the adult education the same intensity and efficiency to educate the poor masses as formal education. While a formal education effort for the non-adults are necessary for laying a sound foundation for the future generation; effective alternative modes of learning addressed to the adult people are urgently called upon to shape the process of change in economically and socially deprived section of the society.

The formal and the non-formal educational systems basically differ in the way they conduct learning-teaching process; of which the methods and media form the two different

and important aspects. Does the non-formal education really emphasize flexibility in the use of these two? Are the individual differences recognized which are lost in the uniformity of the formal system? Is the proper training provided to the grass root functionaries, viz., instructors and supervisors? Do they learn from the training programme the concept of the programme, creation of favourable atmosphere, management and administration techniques, finance, coordination and evaluation? Do they learn from the training programme good hope regarding the outcome of the programme?

Mere literacy discourages the adults. Has adult education programme literacy, functionality and awareness not in isolation, but considered as a part of the totality of the experiences to be given to learner? Does the adult education programme attack the areas representing the most pressing needs of the people requiring immediate results? The main problems of illiterate masses remain the same everywhere, though its level may differ from nation to nation.

The application of any system of learning depends upon its capacity to help people to solve their life problems. It may not remain theoretical, it has to share its capability in reacting the deeper solutions of the problems. In aims and objectives, it should be relevant to the masses. It must

prove gainful to some extent atleast.

The flexibility in adult education programme may make difficult to measure the impact of the programme, but without it the feedback may not be possible, reporting may not be reliable because both the administrator and the learners can under-estimate or over-estimate due to various reasons. The countries, who have had started adult education programme earlier, had used less academic and more concrete way of evaluating the success of the adult education programme.

The aim of administration and organisation is to tackle the important issues of the adult education programme through the availability of various human and material resources. All the resources at one's disposal will not make programme good or bad. It is the ability to utilise the resources in satisfactory manner that determines the relative success of the programme. If the people in the community are involved in the programme, it quickens the programme's process of learning activities.

In India, very few agencies participate in social education or adult education programme and ad hoc efforts were found in most of the cases. The advanced countries could

be thought to have paid more attention to this form of learning and so systematic participation of the various agencies are the need of the hour to take this job on voluntary basis. The Government of India, in her policy, declared that help of voluntary agencies are demanded more and more, because they are at the real touch of the different communities.

The related researches are revised to know whether these hunches are true and to form the assumptions of the present study.

The available related studies are presented under the following headings based on above enumerated discussions.

1. Motivation, barrier and dropping out.
2. Method, medium and training.
3. Need and area of adult education.
4. Impact of adult education programme.
5. Method of measuring impact of adult education programme.
6. Administration and community involvement.
7. Agency of adult education programme.

Motivation, Barrier and Dropping Out

Danney (1978) found that motivation orientation in these area were professional advancement, learning for the sake of learning, self stimulation, understand the problems of self and others, and social competition.

Pritchard (1978) worked on motivational orientation for older people and found that factors representing motives for participation were escape/stimulation, social contribution, cognitive interest, adaptation/self understanding.

Amaratunga (1977) found that only fatalism was found to be related to adoption practices and leadership, permissiveness, educational level were found not to be related to adoption behaviour.

Conoley (1977) found that incentives had no effect on attitudes towards intrinsic incentives or the competition.

Reed (1980) indicated that motivation was related to academic success. Job related motivation was one of the major factor related to successful adult learning. Motivation was influenced by the anticipated value of reaching a particular goal. Indeed, for the individual, striving to move up, the career ladder, the academic success was often the means to a job promotion, a more responsible position and ultimately to a significantly increased income.

Literacy House, Lucknow had conducted a research on motivational issue and found in detail how a few persons among the neo-literates made full use of their literacy skills.

A study based on the report on Gram Shikshan Mohim of Maharashtra had given an account of the finding of the evaluative study on three important aspects of the problem:

- i) Motivation of the adults.
- ii) Mobilization of resources.
- iii) Retention of the literacy among the neo-literates.

Bhandari (1974) found that motivational factors were to be able to write letters, to sign, to read news papers and books on religion and to maintain farm records and account.

A study has been conducted by Boon (1979) and it was found that the villagers problems were - high prices of fertilizers, field rates and crops, and rich marketing. The development agents lacked knowledge related to modern farming as well as economic status of the families. The immediate obstacles to villagers were high cost of medical expenses, while development agents thought it lack in villagers themselves in knowledge, interest about sanitation, nutrition and family planning budget.

A study has been conducted by Gidly (1976) on the reasons of smallness and identified 7 factors, among which 5 most relevant factors were socio-cultural factors, economic factors, technique management factors, problem solving skills and inherent personal qualities.

Wohaibi (1978) indicated that poor class room, unsuitable texts and poorly planned supplementary television lessons were found to be barrier.

Buyokcolakunal (1977) indicated that some factors influencing small farmers in adoption of new agricultural technology, Incentives perception indicates increased yield by input availability, high procurement prices, more income, guidance availability and low input prices. Discentive perception indicates inadequate supply of inputs, low disease resistance, low prices, lack of credit and market.

A study has been conducted by Wood (1978). He observed that effect enrollment and participation in adult education programmes and concluded that schooling, employment and sex were related to participate in the programme.

Dockery (1976) observed problematic area in adult education and reasons for that were the lack of resources for experimentation, the lack of planned procedure for forecasting the need of field, therefore, having no sound foundation for projecting the future of adult education.

A study has been conducted by Harvey (1978) to examine the relationship between adult learner personal qualities and motivation. Goal oriented students tended to earn middle income in managerial or trade skilled positions. Activity oriented people earned less and mostly of the professional occupations learning oriented tended to have higher income. Goal oriented students rated themselves as a more competent, aggressive and exciting than other types of learners. Activity oriented rated themselves as more submissive, accepting norms and learning oriented students rated themselves as more ambitious and conventional than other goals oriented students.

Abdur Rashid (1966) found that there was a close association between the socio-economic status and motivation. Those with higher socio-economic status were relatively more motivated for education than those with low socio-economic status.

Field (1978) concluded that lack of learning resources and limited time were the important factors not to adopt any new practice. Most respondents had difficulty in identifying the adult education agencies serving in their area. The typical respondents did not use the media except radios and news papers.

Marcus (1976) found that the number of areas of life

interest appeared to be declined with age.

Abdur Rashid (1966) found that well modelled literacy programme would be of limited success, if they failed to take into account the limitations imposed by socio-economic conditions of learners.

A study has been conducted by Smith (1979) and found that a large majority of respondents were interested in continuing education. Factors related to time was more frequently analysed as a barrier to participation.

Mahale (1975) found that factors like caste, income and tradition for learning were correlated and often the low caste were found to be in lower income brackets. Wastage and stagnation were more important among them than in a higher income groups.

Cooper (1975) found that primary factors influencing participation in the educational programme were determined by the social aspect of participant including the establishment of new friends. Common classes were not advisable for different groups of learners.

Chalmers¹⁹⁷³ found that those adults receiving high alienation scores were more likely to fail to complete the courses.

A study has been conducted by O'Brien (1977) on drop outs of the adults and found that psychological factors, such as poor self concepts, low motivation and various personal adjustment problems; physiological factors such as age, physical impairments and under-developed learning skills, programme environment, programme content and socio-economic status were identified as several possible reasons for students leaving programmes.

A study has been conducted by Bailon (1977) on factors inhibiting to attend the classes.

- i) ~~Two~~-third ~~derived~~ that they were unaware of the programme.
- ii) Expressed no interests, could see no relevance and did not see any need for more schooling.
- iii) Family circumstances, ill health, transportation, age etc.

Booth (1978) observed that the lack of interest, time, money, transportation, family problems and poor health were perceived as a learning barriers.

Henshaw (1980) found that the first barrier was related to female disposition. Second barrier was the types and services of the curriculum adopted by educational institutions.

Method, Medium used and Training Imparted in Adult Education Programme

Mali (1974) observed a high correlation between the reading materials and literacy retention among adults neo-literates.

Rao (1974) found that those adults who helped their children at home in reading, writing had higher level of literacy than those who did not.

Deshpande (1975) studied the usefulness of religious literature for adult education programme.

Mallikarjunaswamy (1969) studied that religious and folk literature had the highest appeal. Topics related to one's occupation also were preferred. The stories were favourite among the neo-literates.

Nagappa (1966) found that the story method of presenting new ideas had high appeal to neo-literates. The topics, on which the neo-literates wanted to read, included those about which they had some previous knowledge and which were concerned with their occupations, health and community diseases. He further observed that reading interest can be sustained by opening the community literacy centres in various parts and by supplying the necessary materials.

Trivedi (1966) noted that the instructional material used by the various voluntary agencies and government organisations of social education in Kaira district of Gujrat were mostly produced by the State Social Education Committee.

Singh (1957) found that the press and radio were the most important mass media.

Wiesinger (1973) in WOAL (Work Oriented Adult Literacy Programme) found that traditional primer used for teaching alphabets was discarded and was replaced by a daily session sheets, posters, flash cards, Flannel boards and Speedometers. Regarding methods, a completely unconventional approach was tried. The new approach of teaching functional literacy consisted of the following 5 steps sequences per week:

- i) Discussion.
- ii) Demonstration.
- iii) Practice.
- iv) Literacy teaching.
- v) Assimilation.

Llyod (1973) considered a project-oriented problem solving approach, a best method for the environmental education for adults.

Lewins (1974) found the effectiveness of a phrase and sentence approach over a word by word approach in increasing the reading.

Chain and Hesser (1974) had tested a 3 modes of adult literacy programme, namely, religious, psycho-social and economic model in Latin America and Pakistan. The reading ability, feeling of being benefitted and gains in literacy skills were found to be associated with the religious, psycho-social and economic models respectively.

Tinkle (1973) supported that the massed instructions were greater than the spaced instructions with the illiterate adults at the Indiana State Farm.

Paulausky (1973) observed workshop method to increase community involvement after evaluating 3 workshops of Virginia.

Wooland⁽¹⁹⁷³⁾ noted that the higher occupational climate programme had the higher participation.

Baron (1974) studied whether an attitudinal change could occur within 30 days period of seminar. The attitudinal change occurred due to optimum conditions of adult teaching-learning method.

Flores (1976) found the adults in the non-timed group performed better in almost all instances than those in the timed group for general education development testing.

Wade (1976) mentioned that at the international level, the individual methods in use through correspondence courses.

Van (1975) emphasized the individualised instruction for the educationally disadvantaged women.

Brown (1972) found that heavy reliance on mass media traditionally used by the voluntary health agencies excluded many persons from the weaker section of the society and so, he recommended maximum personal involvement to reach all segments of the lay public.

Bright (1972) suggested that educational environment should be adjusted according to the adult's needs and individual differences.

Shotten (1975), after analysing an Adult Education Organization Model, suggested that the programme should be flexible with open environment and with motivation to creativity.

Brown (1975) observed that Radio School in Columbia was proved to help the poor people to improve their conditions,

if adequately used.

Gwynn (1974) made a survey of communicative pattern and preferred sources of information of disadvantaged farm families in North Carolina (U.S.A.). The disadvantaged persons from the black community and those with least education preferred electronic media.

O'Connar (1974), Huyke (1974), Ullrich (1974) and Cassman (1976) found a significant effect between the televised instruction and the learning gain.

Arndt (1973), for imparting continuing education in health, tried a telelecture method of teaching, by which majority of the participants expressed satisfaction with this method.

Menkathai (1979) conducted a survey of reading materials for neo-literates in Andhra Pradesh. The existing materials lacked a scientific base. The needs and the interests of the neo-literates were not studied. Many problems oriented literacy materials, which were said to be more advantageous to learners, were comparatively less familiar. A clear distinction was not maintained by the author between the primers and supplementary materials.

Avisjoyeiley Olson (1972) found that multi media

approach did not have positive effect on word recognition achievement and did not effect in vocabulary development.

Pintozzi (1978) observed that cartoon booklets were useful in effective knowledge in the area of nutrition and attitude toward medium.

A study has been conducted on radio for rural education and its development by Khan Mohammad (1977). Broadcast media, specially radio, was found very effective in developing process in developing countries. Broadcast media had been found to be useful in development process by establishing a favourable climate for change and enriching the inter-personal channels of communication.

Ricker (1977) found in Rajasthan that demonstration method was useful to teach the farmers the new skills and techniques.

Harreson (1979) developed an instrument for evaluation of the published materials. The guide-book contained the form of (i) format and content, (ii) instructional resources, (iii) motivation, (iv) relevance, (v) principle of instruction (vi) word recognition, (vii) word analysis, (viii) comprehensio and (ix) assessment.

A comparison of two techniques of presenting information

was studied by Edward (1972) and it was found that the group, who received instruction in programmed bulletin, scored higher than that of the agricultural extension bulletin in conventional format on the factual knowledge.

Bhatt (1971) found that radio advertisement and articles in news papers, cinema, posters and wall writing were the communication media in population education to rural masses.

Lyne (1979) found that adult students, at lower stage of cognitive development, preferred highly structured directions for course assignment and practices, while those at higher stage of development preferred more flexibility and diversity in meeting course assignment in less structured format. Female adult students, at lower cognitive stage level, preferred instruction oriented course with little students participation, while those at higher level preferred students oriented courses with high interaction between instructor and student. It also appeared that older the student had increased preference for structured in a learning environments.

Boulgarides et al. (1980) studied the relationship of group instruction and student characteristics to selected outcome variables in a behaviourally based individualised

system of instructions for adults and found that limited amount of group instruction based on established design principles had decreased the drop out rate in behaviourally based systems of instruction without sacrificing the advantage, presently known to be inherent in these systems.

Good et al. (1980) gave emphasis on individualised instructions.

A study has been conducted by UNESCO (1977) on radio rural forums in India, which has been summarised by Schramm et al. and was concluded from Indian experience that the rural radio forums was a potent and promising tool of national and community development, but to achieve its full benefit, it requires:

- i) adequate organisational and supervisory staff;
- ii) commitment and involvement of development field staff at every level;
- iii) adequate training for all key officials directly concerned with the forum;
- iv) radio programmes fitted to local needs and interests;
- v) adequate arrangements to maintain the functioning of radio receivers; and
- vi) resources to follow up decisions for action.

Training

Bradley (1973) found that teachers desired to learn

psychology of the adults, materials used in instruction, motivation and retention, and programme coordinator selected content related to characteristics of adults, motivation and retention and how to teach reading among adult learners.

Chalofsky (1976) found that adult counselling was the most relevant course for inclusion in a competency based curriculum for training professionals performing the consultant role. Courses in the administration were the most appropriate for training professional performing consultant manager and administrator functions.

Chalmers (1972) observed that the effect of inservice training on reducing drop outs between control and treatment classes was significant.

Mc Kinley (1972) hypothesized that inservice training enhanced the teachers' preference in:

- i) having assessment quality to the professional literatur
- ii) keeping themselves upto-date through study of the professional literature;
- iii) ability to percieved discrepancies between actual and desired outcome in the programmes;
- iv) ability to effective use of materials; and
- v) ability to utilise the community resources to enrich the programmes.

Inservice training was not associated with teachers

having access to the literature of adult education, perception of congruence (or lack of congruence) between derived and actual programme outcomes, uses of community resources.

The finding of this study suggested that inservice training had greater impact in encouraging the teachers to keep themselves professionally updated through use of literature and to make greater use of learning devices, such as video-tape-recorder.

Wayman (1972) found some profound characters of vocational teacher, i.e.,

- i) exhibiting enthusiasm and support from the area, in which he was serving;
- ii) teaches, practices and enforces preventive step safe procedures; and
- iii) provides demonstration of skills and procedures.

Greer (1977) carried out a study on professional needs and resources capabilities of adult educator. These were following:

- i) Diagnosing individual adults problems.
- ii) Individualized instructions.
- iii) Knowledge in construction of materials.

- iv) Counselling-guidance approach;
- v) Diagnosing reading level problems.
- vi) Techniques for teaching, reading and retention, job placement, follow up on drop outs, programme evaluation, psychology of adults and motivation.

Ricker (1977) found that inservice training for adult education officials had been neglected and it was found that adult education officials' educational background in extension education training was insufficient.

A study on the development of curriculum guide for Adult Basic Programme Teacher in Arkansas has been done by Mitchell (1977). The major findings were:

- i) The teacher wanted to become more aware of the needs and goals of adult education students.
- ii) The teacher needed more assistance in the selection of materials as well as in techniques and methods to be used in working with adults.
- iii) Some teachers recognised inadequacy of training and wanted to improve themselves in attending adequate workshop.
- iv) How to assess learning ability and the major

recommendations were:

- (a) Adult Education Department should seek cooperation from the College/University for inservice training.
- (b) College/University should develop pre-service programme.
- (c) The teacher of adult basic education should ^{be} provided more opportunities to become familiar with available instruction materials.
- (d) The teacher of adult basic education should be provided additional training in selecting, administering and practising various types of tests and measures.
- (e) Efforts should be made to increase the number of full time adult basic education teachers.
- (f) Efforts to recruit and retain teachers with training and experience in adult education should be undertaken.
- (g) The adult education section, working in cooperation with an institution, should explore the possibility of developing adult education resource centre. This centre should be equipped and staffed to provide pre-service and inservice training in all phase of

adult education.

Wohaibi Mohammad Nasser (1978) indicated that due to shortage of the qualified teachers, the progress of adult literacy could not succeed.

Catherine (1972) has done a study on the different styles of instructor influence and the use of goal statement information acquisition among adult learners and observed that different kinds of communications, the instructor exhibited, did not appear to have significant effect on learners. There was no significant interaction effects between instructor influence and goal statements.

Ellision (1978) observed that knowledge (subject matters), teaching methods and students' needs), skills including room management, attitudes, positive attitudes to learning, value oriented education were preferred. The analysis of the results suggested that high and low performance were depend upon education, income and unemployment status.

Kelly (1979) analysed self perceived training needs of the volunteers. The three needs were recorded as following:

- i) How to keep members in record keeping.
- ii) How to involve adults in the programmes.
- iii) How to train members in the area of presenting demonstrations as well as how to involve in decision making process.

Munns (1979) determined the effect of training and practice programme upon vocabulary growth and it was found that minimum training programme had a significant positive effect on the gain in vocabulary experiment.

Brown, Marilyn (1976) found that training was a means of changing the behaviour of a Board of Directors in voluntary agency and finding indicated that training programme contributed to increase effectiveness of the board of functioning in all areas except finance provisions. Other secondary findings included preference for ad hoc solutions, an increased awareness as a functioning unit.

Lipp (1973) observed highly rated inservice topics, i.e.,

- i) how to teach specific vocabulary and comprehension skills
- ii) how to individualise reading instruction; and
- iii) how to assess learning ability.

Radaka (1977) observed that from the cognitive point of view, adult teaching inservice preparation focussed on specific skills, viz., comprehension, motivation, word attacking skills had more viable for improving instructions than the subject matters, which dealt in more general manner.

Mitchell (1977) observed that learners needed to become more aware of needs and goals of adults. Some of

the learners realised their inadequate training and wanted to improve themselves by offering courses in different dimensions and attending adequate workshop. Learners needed more assistance in the selection of materials as well as techniques and methods to be used in working with adults.

Haryana State Resource Centre organised a seminar in December, 1980 for the State level adult education functionaries and concluded that District-State Resource Units should be established to prepare the teaching-learning materials. Provisions should be made for supply of the radio sets and news papers at each centre. The books on health, child and mother care, social education printed in bold size should be transferred from the school libraries to adult education centres.

Need and Area

Vanover (1977) concluded that high educational institutions should conduct studies to determine more precisely the needs of the adults in terms of instructional methods and programmes. More than 80 per cent of the study indicated that the programme should be designed specially for adult needs. The specific studies, relating to the female educational needs, should also be conducted.

Augustine (1978) observed that life orientation education was the need of the hour and it was a potential solution to individual's problems in the context of modernity.

Doherty (1980) observed that life long learners tended to be married, ^{had} high educational expectations and they were central of their own environment. The education was considered to be the aid to success in business, industry and in curtailing boredom. It was also revealed that learning occurred in a variety of environments in a variety of ways and was not confined to anyone setting. In brief, the knowledge was seen as a valuable asset for the individual seeking professional advancement and improved social status and income.

A study has been conducted by Hsich-An-Tien (1977) on learning needs for non-formal education and observed that they expressed the strong learning needs in family improvement,

general education, community education, and agricultural and industrial education.

Caldwell (1977) found the lack of congruence between adults goals and programme goals. It was observed that the male adults were more inclined than female to attend for personal goals. The participants goals were societal, personal, managerial, occupational and enrichment.

Flaherty (1977) observed that the adults emphasized to learn in accordance of the following priority; occupational knowledge, consumer economics, government and law, and community resources.

Field (1978) focussed the learning of adults on literacy, job-related, religion, home family subjects rather than general education, current events and personal development. Practicising of new skills was the most prominent types of the learning.

Anderson (1978) observed that adults could not rigidly define the needs, because the needs were changed constantly.

Kohtbanta (1978) found that the needs of learner were to develop a faith in democratic government, creating loyalty to the country, reading and listening proficiency in common

language, and minimum of six-grade education, knowledge and duties of the other people, and capability of learning a highest living.

Ahnwoo (1975) suggested the farmers for making agriculture as vocation in the following topics (i) livestock education - topics dealing with feeding and breeding; (ii) protection topics - insecticides, diseases and chemical fertilizers for crop production; (iii) farm business management topics - such as record keeping, financing and taxes and farm machines; (iv) educational topics - home improvement, family living and fruit production.

Mahendru conducted a study on the 'Adivasee' of Maharashtra and found that, first, they wanted to write their names and then, realised that until and unless they could assist themselves in their proper place. The disparities would not cease to exist.

Nehru Yuvak Kendra of Dehradun has conducted a study on awareness and found that they were readily adopted to be conscious of the ill-effects of intoxicants, necessity for using pure water, proper food for the infants and need for immunization against the infectious diseases, all which safeguarded the interests of the villagers alongwith literacy programmes.

Amatyakul (1980) found that most often repeated reasons for participation in the programme were to learn literacy skills, to gain practical knowledge and skills, that would improve their living conditions as well as to help them to communicate with outsiders.

O. Neal Robert Gale (1979) concluded that, according to recent completed studies, adults urgently needed career information and career counselling. It was also observed that counselling services were insufficient and inappropriate.

Dannis (1976) disclosed a generalized favourable attitude of the learners toward subject with cumulative experiences in financial matter and knowledge of the local financial institutions were found to serve significantly higher attitudes.

Booth (1979) stated that 90 per cent of the adults were interested in learning about their homes and family lives. Most of them were interested in job training and about one-third had learning interest in recreation and general education. The females were interested to learn the topics related to personal development, current events and religion.

Dillon (1978) observed that travel, participation in cultural activities and reading magazines were identified as

■ major source of self directed learning and interests were also in sewing, nutrition, medicare and energy conservation for older people.

Charleston et al. (1979) found that more prominent learning should be apprenticeship in different vocations for men and women to give diversity of trades and professions.

Mitchell (1977) observed that the adult basic education's basic need and interests were in learning to read and write in preparing to obtain vocational training.

A case study was conducted by the Department of Political Science, Arts and Science College, Warangal in a backward area, where some college students had undertaken adult education programme in a few villages. The following were the extract from this case study.

"From this, it is clear that the people, living in the slums and hamlets leading an impoverished life in object servility, are filled with a constant sense of insecurity. Unless their economic situation is bettered or its part and parcel of the programmes for overall betterment of their lives, the adult education programme may not be completed."

The social issue of the Journal of Lal Bahadur Shastri National Academy of Administration (1975) contained various

papers on different aspects relating to life and problems and concluded that only solution seems to lie in providing these people with an additional source of income. Sheep breeding, horticulture and cottage industries had good scope for development. With proper training, grants and necessary infra-structures, these people could be given a subsidiary occupation, by which enabling them to generate a "threshold income" would rescue them from the clutches of the p-robblems.

Venkataiah et al. (1981) observed that the learning choices of males were the proper exercising of adult franchise, agriculture, rights and duties of citizens, knowledge of credit from cooperatives, knowledge of village development, cleanliness of the village, reading and writing, economic, social and welfare programmes of the Government, knowledge of family planning, knowledge of animal husbandry, and child care and health; while the females stated the knowledge of child care, agriculture, sewing and stitching, knowledge of cleanliness of the village, reading and writing, knowledge of the proper exercise of adult franchise, knowledge of the village development, knowledge of rights and duties, knowledge of animal husbandry, welfare programme of the Government and credit from the cooperatives.

A study has been conducted by Ray (1978) to relate

needs to curriculum utilising a systematic rational curriculum determination models. The study determined both the expressed needs and implicit. The data were tabulated and analysed in order to describe the adult learning centre students expressed needs and implicit needs for functional competency to identify the relationship among adult expressed and implicit needs.

Smith (1979) concluded that the vocational reasons were the first priority to come to attend the classes.

Fu David Tsao (1980), however, concluded that creativity potential and observed leadership did not prove to be significantly related. If the society did not provide the meaningful situations of the old people, in which they could express meaningful thoughts. The individual might not achieve their full potentials.

Good (1980) suggested that programme and promotional strategies, for responding to needs and interests of each type of adult learners, short business course might be taught to learning.

Wright (1976) concluded that continuing education programmes were relevant to the needs of the people and offered availability of the programme with fairly nominal change.

Allard (1979) concluded that rapid and ample provisions should be made for life long learning.

An organic model for the future has been tested by Mac Cormack (1979) for parent education. It was felt strongly because recent dramatic change in the family life. It indicated the attention and interest of the people for their education.

The areas of adult education are different taken by the different various agencies. Mostly, it is in the field of literacy. Despandey, Rao, Malikarjanaswamy, Srivastava, Srivastava and Singh, Trivedy, Johnson, Mali, Prasad and Awasthy, Patel, Shanker, Bhandari and Khan have done study on various aspects of literacy in different parts of India between 1957 and 1974.

Lilley (1972) observed that the adult basic education programmes contained the curriculum of health, buying, home and family livings.

In U.S.A., McKinley (1972) and Fielder (1976) found that the adult basic education programmes were designed to provide basic literacy, problem solving skills and life adjustment skills to educationally disadvantaged adults.

Willis (1973), while studying the first fifty years of

the South Carolina Opportunity School, noted that the major purposes of the school were to provide training in the "3R's" for ^{out of} school youth and adults, who had not finished the regular course of high school.

Van (1975a) has suggested a model programme for educationally and economically disadvantaged women to develop their self confidence, communication skills and decision making abilities.

Van (1975b) has noted that the miscellaneous schools in Japan offered domestic art and enrichment education to women for self improvement.

Stubblefield (1972) located major forms of adult education, which included the studies of social, economic and political issues.

Kelley (1973) surveyed the rural and urban areas in U.S.A. and found that all of them had active extension, agricultural, home economics and youth development programmes.

Gyger (1973) found that the public schools were imparting vocational education to adults to meet the needs of the individuals.

Quirk (1975) in Yugoslavia and Van (1975b) in Japan

have recorded the adult education programme helping the adults to develop skills to carryout activities in their occupational lives.

Mouornsiri (1976) prepared a model for adult's vocational educational programme for the urban sectors of Thailand to increase the level of employment.

Starr (1975) evaluated the programme offered by the continuing educational enterprises in industrial-urban areas of the U.S.A. and found that the vocational and other aspects were not being fully met through the existing courses.

Johnson (1970) emphasised the occupational orientation programme for the member persons of the society.

A study done by ODO, Dorcas Bola (1978) indicated that the programme should be started with the refinement of traditional culture and lead into meaningful programme for the developmental task of the learners, so that such education could lead to better cultural awareness, better acceptance of new innovations and better natural development.

A study by Jackson (1976) observed that every district had adult education programme and that much need existed for such programmes and for community education programme to meet the needs of the learners.

S.P. Institute of Economics and Social Sciences stated that, "The Adult Education Centres are least equipped to deal with other two basic components of the National Adult Education Programme, namely, social awareness and functionality. The achievement of the learners, in these, seems to be on the low side. One half of the instructors and in a specific case, 89 per cent had not received any teaching materials relating to many important aspects of the social awareness and functionality. But if the National Adult Education Programme is to succeed in achieving its stated objectives, this is one of the areas which deserves much greater attention than given to it present."

Impact of Adult Education Programme

Johnston (1970) investigated the status of the adult literacy programme in Tamil Nadu. He observed that the programme of social education, of which adult education was part, did not succeed.

Agnihotri (1974) tried to measure the qualitative impact of the literacy programme in a rural set up and found very little of it.

Rao (1974), while studying class IV persons literacy skills, noticed the higher percentage of the older adults to be illiterate and less enthusiastic about being literate, compared to the young ones.

Shanker (1972) compared the impact of two literacy programmes, one of 6 months and another of 9 months duration. The adults, who participated in 9 months programme, showed greater gain in average writing speed, but lesser gain in average reading speed, compared to the adults, who participated in 6 months programme.

Agnihotri (1974) tried to assess the extent effects of adult education programmes in a rural area. He felt that the adult education did not bring desired changes in the standards of living, work efficiency and expectations regarding the role of women.

Kudesia (1973) studied the effectiveness of adult education programme for a rural population. The findings indicated the highest achievement in the areas of health and recreation, and very low in political awareness.

Trivedi (1966) studied that family planning functionaries have motivated young adults to adopt family planning programme

Rivera (1973) observed that participants of the Small Industries Extension Training Programme in Hyderabad felt long ranged motivation.

Gandhian Institute of Studies (1969) tried to evaluate the literacy project in a village. It was noted that the level of literacy among adults rose from 7 per cent to 19 per cent after implementation of the adult education programme.

Ambasht (1966) observed the impact of adult education programme in the tribal areas in many ways. The use of modern amenities, new knowledge and dresses were the indicators of the change in tribal life.

Trivedi (1966) identified the impact of adult education programme in Kaira district of Gujrat in the form of changed adult's behaviour.

Chaturvedi (1969) studied the impact of social education in Uttar Pradesh. It was observed to leave the old ways of working due to inadequate resources and training facilities. The voluntary efforts of social education could not improve the desired efficiency of the people.

Rousso (1973), Hillstrom (1974) and Spears (1973) observed more academic growth among the students, who attended the adult learning centres, than those who attended the traditional formal classes.

Wiesinger (1973) has noted very encouraging results of Work Oriented Adult Literacy Programme for women. General observations and interviews indicated improvement in the life of the participants and community.

Carter's (1975) study showed that life long learning can counter losses in memory incurred over a period of several years.

Botsman (1975) studied the interests and needs of blue collar factory workers and observed that males, specially younger workers, had taken and wish to take course for job related reasons.

Johnson (1974) and Lilley (1972) reported the positive

relationship between the parents, enrolled in the adult basic education classes, and their children's achievement.

Young (1974) studied the community school education in Florida (U.S.A.) and concluded that it has contributed greatly in formulating the principle of action.

Newman (1975) and Lilley (1972) noted that the individuals, attending adult basic education classes, coped more adequately with their health, personal and family problems and became more confident to meet the social and civic responsibilities.

Botsman (1975) found that females workers of blue collar factory had continued their study in continuing education courses for social and personal reasons.

Dada and Bwatwa (1975) observed the relationship between the literacy and economic development in Nigeria and Tanzania.

Lilley (1972) noted that the adult basic education graduates had improved their employment and their incomes.

Newman (1975) mentioned that individuals, attending the adult basic education programmes, entered into occupational training and obtained good job.

Bramh Prakash (1976) studied the impact of functional literacy in the rural areas. The study revealed that, except above 35 years of male and female, there was a significant difference between the gain of experimental and control groups in their level of knowledge, attitudes and behaviour regarding high yielding varieties.

Agnihotri (1974) observed that adult education had not brought any change, which were expected. There was no any improvement in the standard of living of the village people.

Venkataiah (1977) observed that there was a significant difference in the achievement of literacy skills between the experimental group and the control group. The experimental group had significantly higher knowledge in modern agricultural practices and had favourable attitudes towards improved agricultural practices and adult literacy.

Chaturvedi (1969) observed that in spite of many defaults, adult education had definite impact on the life and living of the people in the rural areas.

Pal (1970) observed that the farmers, who participated in the treatment group of the farmer's training and educational programme, had gained more knowledge, attitude and adoption

behaviour than the farmers, who participated in the control group of training. This finding suggests that the farmer's training and education programme may be instrumental in bringing about change in the behavioural components of the farmers.

Chandra (1970) observed that there was a very little impact of social education programme on the lives of the people in block area.

Saran (1969) studied that the educated ruralities had relatively modern attitude, as compared to that of uneducated one.

A study has been conducted by Wilson (1977) in Mexico. The significant differences were found, where performance was compared by the analysis of variance comprising of the social and economic segments.

Beycannatser (1977) observed that the programme did not have significant influence on moral reasoning and subsequently, it did not affect the cognitive development in maths and language.

Sabbaghiar (1979) concluded that high self directed adults were more productive than low self directed adults. The final goal of adult education should be to promote the

self directedness and life long learning. The results showed that older males had greater capacity for self criticism than younger males.

A survey has been conducted by Dannis (1976) and the results from this study disclosed a generalised favourable attitude towards consumer educational objectives.

A case study has been conducted by Flashman (1979) on women's learning and the findings indicated that the project was small reaching a selected and limited growth of women. As a part of larger movement, however, the programme represented a dynamic element in the process of the women creating new organisational structure and cultural forum based on female defined priorities and understandings.

Rodriguez (1978) wanted to see the impact of adult education programme and attributed the significant differences among the learners.

Rossing (1978) found that the significant correlation was also observed between subject matter interest and total desire for knowledge.

Fairweather (1976) studied the effect of adult education and had observed the positive relation.

Kindervatter (1978) studied on the role of nonformal education and observed that it enabled the people to develop skills and capabilities, which increased their control on decisions and resource structures affecting their lives.

A study has been conducted on adult's control of moral learning activities (planning, gathering, assessing, applying, direction, setting and evaluation) by Humphrey (1973). The adults, participating in noncredit course, had significantly higher preference for controlling of the moral learning activities than participating in skill courses. No significant relationship was found between the student's reasons for participation and their preferences for controlling of the moral learning activities.

Moore (1977) studied whether adult learner, who participated in the development of training course, would do better, measured by differences between pre-test and post-test scores and the study indicated that there was no significant differences between the mean gain score for the experimental and control groups.

Wilson (1977) concluded that there was a significant correlation between socio-economic and literacy level of population.

A study was conducted by Coobs (1977) and he observed

that educational attainment was shown to exert a direct influence on adult education participation and individual modernity, and indirect influences on business practices.

Ibrahim (1977) observed that job satisfaction was correlated with the productivity, age, types of job and training.

Cannatser (1977) studied the effect of adult basic education academic programme to develop cognitive skills on moral reasoning development and it was found that the academic progress did not have significant influence on moral reasoning development. The programme did not affect the self concept of individuals participating in the study. There was, however, a slight movement in the desired direction towards a high stage of moral reasoning.

Charlmers (1972) studied the effect of inservice training on adults and observed that the effect of inservice training on reducing drop outs between control and treatment classes were significant.

Council for Social Development, New Delhi (1976) has conducted a study to test the effectiveness of functional literacy and the results was obtained in terms of gain in knowledge, adoption of proper attitudes and correct practices.

If the delivery of service could be linked with economically rewarding programmes, it could have raised the efficiency of the adults.

An evaluating study has been conducted by the Directorate of Adult Education, Ministry of Education and Social Welfare, Government of India, New Delhi in Lucknow district of Uttar Pradesh to examine the effects of farmer's training and functional literacy. It was found that the adoption behaviour of the participants was found to be better than the non-participants in the programme on cultural change.

Aiyappan has conducted a study and concluded that due to spread of education, a lot of improvement has been done in many aspects of life situation of the people.

Central Institute of Research and Training in Public Cooperation (1976) conducted a study on voluntary efforts in rural community and it was observed that with the help of the administration of social education, the adults might be improved a lot.

Indian Council of Social Sciences and Research, New Delhi, during International Women Year, had conducted a study and suggested that the first task was to associate women in certain categories of self employment.

Evaluation

Law (1977) evaluated the strengths and weakness of the adult basic education programme. Existing adult basic education programme were individually compared with the criteria in the model to establish the strength and weakness of adult basic education programme.

Bradley (1973) prepared a survey instrument to take opinions and concepts about teaching. A number of varying view points were discovered. The varying view points were concerned with the:

- i) objectives of adult basic education,
- ii) evaluation and testing of adult education,
- iii) adult basic education curriculum and material,
- iv) adult basic education training,
- v) the instructional environment of adult basic education classroom,
- vi) motivating the adults, and
- vii) guiding and counselling of the students of adult basic education.

Cooper (1975) prepared the instruments, i.e., the affect balance scale, the purposive life scale and a modified Bogardus social distance scale for measuring the motivational factors.

A study had been conducted by Freed (1977) on design and operation of a plan of action for developing one component (value) of a system for controlling the withdrawal from an adult basic education programme. This dissertation was designed to effect a change in the number of persons terminating the enrolment in adult basic education programme. A general method for designing the plan of action for regulating situations, in general, was used for this purpose. The method is called 'The Design of Educative System (D.O.E.S.)' which was developed by Ingham (1972, 1973 and 1975). This method was used to:

- i) describe the present status of affairs;
- ii) to specify the desired status of affairs;
- iii) to clarify the situations, which inhibits the achievement of desired state;
- iv) to locate existing explanatory statement to control the event;
- v) to develop a plan of action (P.O.A.) from the explanatory statements;
- vi) to develop an identification plan for the exogenous variables, which might affect the outcomes of P.O.A.₁;
- vii) to implement the P.O.A.₁;
- viii) to evaluate the P.O.A.₁; and
- ix) to design P.O.A.₂ from the evaluated results of P.O.A.₁.

The P.O.A.₁ was implemented in 3 adult basic education classes. The concept and prospect of rewards and perceived instrumentality were achieved 85.05 and 90.74 of these concepts respectively. Data gathering instrument included two formative evaluation instrument and one summative evaluation instrument, "The index of prospective rewards and perceived instrumentality" questionnaire. At two dimensional contingency table with degree of freedom reported the Chi-Square significant test between the observations before and after the implementation of the P.O.A.₁.

Hampton (1977) evaluated the suitability of reading materials. The material consisted of eighty reading packets containing material with a steady gradation of difficulty. The structure of the packets is in three parts including Phonetic analysis, Structural analysis and comprehensive skills. The result indicated that they accepted the reading packet over the conventional material. The result of the study indicated that reading packets would adequately teach reading to understand adults in rural areas.

Utranand (1976) used four methods, viz., documentary analysis, the community schedule, questionnaire and interview schedule to know the general background of the community, place of starting the programme, responsible person in the planning and the adults.

Law (1977) observed the strengths and weakness of adult basic education as revealed by evaluative studies "1965-1974" at the local, State and national levels and proposed definite criteria to be included as standard components in the planning and evaluation of the Adult Basic Education Programmes at the State level.

Twelve process (programme planning) variables and 14 product (evaluation) variables were deduced and supported by a systematic review of the literature of adult education. These variables constituted the programme planning and evaluation model, and were incorporated into a programme evaluation matrix. Thirty four existing adult basic education programme evaluations were individual, compared with the criteria in the model to establish the strength and weakness of adult basic education.

Dannison (1976) developed the consumer education survey questionnaire to evaluate the attitudinal structure of adult learner toward consumer education.

A research instrument, a questionnaire, was used by Wright (1976) in interviewing with the Chief of the Administrative Agents about continuing education.

Harrison (1979) developed an instrument for evaluation of the published materials. A material evaluation guide was

designed for use of adult basic education practitioners. The specific evaluation criteria was derived from the literature. The item was grouped into ten elements.

- i) Format and content,
- ii) Instructional resources,
- iii) Motivation,
- iv) Individual differences,
- v) Principles of instruction,
- vi) Relevance,
- vii) Word recognition,
- viii) Word analysis,
- ix) Comprehension, and
- x) Assessment.

^{behavior}
Koht (1977) used the Dephi technique to find out the needs of the learners.

Richard (1973) stated that the tests for determining the progress of the students and to determine the specific skills need were a variety of informal classroom techniques.

Chalmers (1972) used the semantic differential instrument to evaluate the courses of the adults.

Conti (1978) developed a scale on learning, that was

the Principle of Adult Learning Scale (P.A.L.S.). The Principle of Adult Learning Scale was based upon the major adult learning principles professed by the supporters of the collaborative mode and measured the degree of teacher preference for the adult education principles, which were congruent with this teaching-learning mode.

Cervero (1979) developed the Adult Performance Level (A.P.L.) to define teaching and measuring the skills and knowledge in adult basic education.

Rathnaya (1974) used a structured interview schedule as well as questionnaire to the tribal secondary students and non-tribal households to know the effect of extension education.

Agnihotri (1974) used observation, interview and visits to know the positive results of adult education programme.

Chaturbedi (1969) interviewed the rural dwellers and officials, who were engaged in implementing social education on the life and living of the people.

Trivedi (1966) tried to assess the change in adult's behaviour, which might have resulted through social education by using a questionnaire, seminar, field-work and interview.

Srivastava (1966) used questionnaires, opinionnaire, attitude scale and interview schedule to know the impact of inservice programme. He also did the case study of the two extension centres.

Shanker (1972) used the experimental design and the tests of literacy including reading, writing and speed over administered to measure the impact of literacy training durations.

Gandhian Institute of Studies (1969) studied the impact of literacy project through the tests of literacy, which included reading, speed and comprehension.

Rao (1974) used reading and comprehension assessment from the first grade text-books.

Johnson (1970) administered a questionnaire to the Panchayat President to study their attitudes.

Kudesia (1973) used a questionnaire and interviews method to get information to the Government officials and field-workers to know the impact of social education.

Chain (1974) used questionnaire method to know the effects of the participation in the literacy programme on income, health, job or career, participation in group and religious life from the adult students and teachers.

Spears (1973) compared the learning centres to calculate the cost per student.

Johnson (1974) compared the attendance of the two groups of parents to study the relationship between the academic gains of their children.

Bolton (1975) developed the evaluation sheet for evaluating adult education programme to be used by the Programme Administrator. The instrument included the following.

- i) Instructional method.
- ii) Instructional materials.
- iii) Curriculum design.
- iv) Staff pre-service and inservice training.
- v) Staff competencies.
- vi) Student's attitudes.
- vii) Student's achievement.

Bright (1972) compared the effectiveness of the instructional methods of the adult education programme by calculating the drop out rate.

Spears (1973) and Roussc (1973) measured the academic growth and retention through the tests to compare an adult learning centres and a formal adult education programme.

Hillstorm (1974) assessed the performance of the non-traditional and traditional high school graduate in the selected post secondary programme through the achievement tests.

Reeves (1972) knew the impact of modern office skill programme on the women by the actual number of women going up from the low level unskilled work to the open ended clerical job.

Valla (1975) recommended evaluation to be a part of the planning process.

Caster (1975) measured the impact of life long learning by measuring it with retests over a four years of period.

Wiesinger (1973) tried to measure the impact of work

oriented adult literacy programme for women by the general observations and interviews.

Kenwortky (1976) established an evaluation model referred as 'EVACAE' for the community adult education to serve as a guide for evaluation and the decision making. It was acknowledged that adult education, at the local level, was an open and flexible social organisation allowing analysis within the general system of frame-work.

Imel (1976), while making the observation about the evaluation practices in post secondary adult and continuing education, concluded that little is known about evaluation practices in the field. However, in this study, it was revealed that evaluation was an integral part of the programming progresses. Most of the programmes made the administrative provisions of evaluation. One definition based on the study result was, "Programme evaluation is a systematic process of providing information through both formal and informal means, which can be used in making the decisions within and about the programme and its results."

Athans (1980) found certain conditions may need to exist before self monitoring. It can be used to change the study orientation of adult students.

Eric (1980) found that most resident tutors and organizers relied upon the personal contact and observations, as an evaluation techniques.

Administration and Community Involvement

A study on the role of State Director of Adult Education has been carried out by Dorland (1977). The major findings were:

- i) The State Director should have previous experience in public education as well as in adult education administration.
- ii) Adult Education Director should act as a facilitator and consultant in adult education programme.
- iii) State Director leadership should include a wide range of programme as well as responsibility for inservice training and active involvement in professional adult education associations.
- iv) State Director should try to spend as much time in the field.
- v) The role of the Adult Education Director should be periodically revived.

Ricker (1977) observed that Adult Education Officer received information in time and they passed it too late to the farmers for developing skills. The informations flow

from agriculture specialists to the farmers need to be made more effective.

Hudson (1978) identified the country extension agents' competencies and these were organising, coordinating, leading, public relations establishing, communicating, allocating resources, forecasting and seven competencies for the administration of the programmes were coordinating, controlling, managing the inter-personal relations, motivating, programming and counselling.

Riggs (1978) suggested that knowledge of adult learning and development and active participation in community activities were essential. Prior experience, in other field, and certain personality traits seemed to be related to the ability of councillors to establish support with clients.

Lamble (1980) studied on the role conflicts and identified that role ambiguity occurred at lower levels, but was more serious in its consequence. Experienced role ambiguity including both task and social-emotional role ambiguity, had been related to adverse personal outcomes of job dissatisfaction perceived personnel and organizational ineffectiveness and propensity to leave the organizations.

Mensah (1980) observed that programme was failure to make an impact with the application of knowledge to the

practical problems, facing the community, which was partly due to its ineffective organisational communications.

A study has been conducted by Boon (1979). The finding revealed that there was some discrepancies between the villages and developmental agencies regarding learning needs in earning.

Moore (1979) concluded that S.A.D.F. had assumed the responsibilities beyond those minimum requirements under the federal mandate. The responsibilities were in the area of administration, planning, coordinating, evaluating, funding, public relations, technical assistance and research for a variety of adult education programmes.

A study has been conducted by Regier (1977) on lack of the ownership in planning, administration and operation of rural development project. The S.E.D.A. Project, started in 1965, did have certain advantageous resources at its disposal and had high credibility, but it was seen by the local clientles to be less effective than it could have been. Lack of ownership rendered the project less effective in the development work. A positive correlation was obtained between increased ownership and development. It was seen however, that as people came to gain experience in increased ownership in the project, it became more effective force in their lives and development occurred.

(1971)
Lee stated that the democratic participation was a fundamental and necessary condition of the community development.

Azmuham~~ma~~(1979) observed that the lack of awareness about the programmes were found in different rural development activities. The village priorities differed from those of Government and awareness of the rural development programme was related to willingness.

A study has been conducted by Utranand (1976) in the planning of adult education programme at local level. The study indicated that it was possible to plan the adult education at local level for effective programme functioning. The regional community level was recommended to be used in planning of the adult education programmes. At the regional level, the programme should be based on the clientele problems, needs and aspirations.

Harold (1972) studied on community linkage and forecasted that the adult education programme enabled them to satisfy the organizational needs for enrolling and retaining, focussing on specific targets of the population, cost reduction and services supportive of the classroom instruction.

Chaturbedi (1969) stated that even the efforts were made to start the various types of programmes, but enthusiasm of the people was not involved to make the programme succeed.

Andrus (1976) clearly stated that administrators were of the opinion that the community should be involved in making judgements and developing recommendations. The community should be involved in planning, communication and special studies.

Bhati (1978) expressed that students had been strongly motivated to participate in the campaign, but the problems, which they faced in implementing the programme, were such that they could easily overcome, if all the participants and the organisers connected with the programmes. *were Keenonit.*

The programme began well, but in the opinion of the respondents, it did not succeed, because of the failure on the parts of the organisers to ignore their promises, which were made at the beginning.

The problems, arising out of the organisational difficulties, can create discontent, frustration and kill the motivation. Hence, if the student's participation is to be taken seriously for eradicating the illiteracy, problems of organisation aspects have to be removed.

Siegel (1973) assumed that there was relationship between the programme development process and the participants of the target classes, and it was observed that there was need of active involvement of the learners in development of

the adult education programme, particularly in informal noncredit programme, which were highly dependent on the learner's interest for their viability.

Moore and Robert (1977) has conducted a study to determine whether adult learner, who participated in the development of training course, would do better increased by the differences between pre-test and post-test scores than a learner, who did not participate in the development of the same training course and the result was that though there was no statistical significant difference, but the experimental group did score 5 points higher on the average than the control group.

Fifty Years of Adult Education in India - Some Experiences, published by the Directorate of Adult Education (1978) gave a study named as Etawah Experience and concluded by saying that the activities, concerning village participation were not only necessary for obtaining results, but were of even greater importance from the point of view of obtaining a permanent effect and developing the village leadership and initiative.

Sri Ram Centre, New Delhi (1977) had taken a study to analyse the impact of some programmes and observed that nearly one-third of the non-beneficiaries were not even aware of the existence of the developmental programmes.

Dockery (1976) studied the reflections and projections of Black leaders in adult education. These were following:

- i) Democracy and learning were inter-related.
- ii) Adult education had expanded opportunity for minorities to participate in the field of significantly as professional and as participants.
- iii) Change is continuous.
- iv) Society has obligations to prepare every person regardless of race and economic status with the skills needed to day-to-day function.
- v) The participants should help to plan programme in order to make them more responsive to their needs and the needs of the community.
- vi) The Government should provide broad support to adult education.

Agency

Various agencies worked for the upliftment of the poor people. Goyal (1961) noted that, during the British period, the most important role was played by voluntary agencies for the spread of education among the poor people.

Ambasht (1966) observed that the schools for tribal people in Ranchi district of Bihar were running by the Government, missionary organisations and voluntary agencies.

Srivastava and Avasthy (1970) also supported this finding that Government and Christian missions were the two main organisations for the tribal people in Bihar.

Patel (1970) studied that, in Gujrat, the social education was managed by Primary Schools, Secondary Schools, Village Panchayats and voluntary organisations.

Trivedi (1966) reported that the social education programme, in Kaira district of Gujrat, was organised by the youth clubs, mahila mandals, Government and the semi-Government bodies.

Chaturvedi (1969) observed that voluntary agency of social education was not played successful role in state of up. The Adult Education, in other

countries, has been provided by special schools, community colleges and voluntary organisations.

Agy ekum (1973) observed that adult education programmes in U.S.A. were the Adult Basic Education Programmes, Prison Programmes, Community work and training programmes, and Job Corps training for young men and women.

Gyger (1973) observed night school for children who worked in the day time and foreign born persons wanted to learn English and evening high schools for youth and adults to complete high school education in U.S.A.

Sullivan (1975) found the low status of correctional institutions, as agencies of education for adults.

Kipper (1973) and Armstrong (1976) observed that public schools did not play any significant role as adult education agencies. Only 8 per cent of the people were enrolled in the adult education programmes offered by the 57 per cent of the public schools in Wyoming, U.S.A.

The Community College, University and Division of Extension Departments have managed adult education.

Long (1975) reported that many extension programmes at Land Grant College were already established by 1915.

Barber (1974) mentioned that the community services were organised by the community service section, continuing education, extension education or adult education department of the Community Colleges in North Carolina (U.S.A.).

Bagnall (1973) recorded that continuing education division at the Community College paid more intensive concentration on the problems of the people.

Quirk (1975) found the workers universities of Yugoslavia, which conducted effective adult education programmes.

Selavan (1976) analysed the work of a Jewish Women's organisation in Columbian Council from 1894 to 1909 and found that it organised the first nonformal evening classes for adults.

Leo (1972) studied adult education for the black man in America during 1860 to 1880. The private and State schools, Universities, factories, farms, army, individuals and the societies were involved in this massive tasks.

A assessment of adult education in this direction in the black community of Boston in U.S.A. from 1900 to 1965 was done by Devanghu (1975). He observed that many voluntary organisations were participated in this work.

Lloyd (1972) and Child (1975) recommended that each urban area should establish a coordinating agency with responsibilities to all the adult education programmes within its geographical area.

Agyekum (1973) has recommended permanent literacy centres, linked with primary schools for Ghana, West Africa and other countries.

Conclusion

The review of the available studies highlights the following outstanding factors:

In India, a number of studies has been conducted in the field of adult literacy programmes, while very few are in other subject matter areas. The other countries have concentrated more on vocational improvement.

In a comparative perspective, different agencies of adult education, in other countries, seem to be well established since long.

The efforts of the Government and voluntary agencies, offering adult education programmes in India, are scanty and sporadic. The Community College, the University, Continuing Education Department and the State Governments appear to be taking up regular responsibility of the adult education in other developed countries, like U.S.A., Britain, Germany, etc.

In India and U.S.A., the adult education programmes seem to offering mostly for the target groups of the adults.

Majority of the Indian studies are concentrated on the rural areas, while the research studies, in the developed

countries, like U.S.A., are on the disadvantaged persons from the urban societies.

The trends, in the Indian studies, are towards the use of traditional mass media, while in other developed countries like U.S.A., are using the electronic mass media and individualized instructions.

The research studies on instructional materials are very few and do not provoke much concrete balanced thoughts. The effective instructional materials can be attempted through many studies. The strategies developed could be tried out in controlled experimental situation, as well as in the field for effectiveness and efficiency.

Majority of the studies, both in India and abroad, have shown that adult education has played a significant and important role in helping the poor masses.

The research studies on drop outs are few and inconclusive in India and abroad.

In any programme of adult illiterate, the problem of drop outs is one of the most significant and calls attention for well-designed suggestions and reasons for dropping out from the participation; chiefly motivational issues, which are important, but complex one.

The research studies on training for the different functionaries are limited and reflect primitive ideas and thoughts on various dimensions of the training. The training of adult education functionaries is the fundamental base for making the programme effective. The planning of training programme requires much attention, thought and discussion from the researchers. A well designed programme of training enhances the proper concept, value, attitude and ultimately capability, which are very essentially required for the programme's success.

The Indian researchers have studied the impact of adult education programme through written or verbal methods, in which the respondents are to response about their gain themselves. A variety of methods were applied to measure the impact in U.S.A. However, on the whole, little systematic knowledge is with us in evaluating the adult education programmes.

Overall, there is scanty knowledge available in the many dimensions of adult education. Although the adult education in India is not recent one, but could not draw the attention of the planners, educationists, educators and voluntary agencies. If the adult education programme seems inadequate, it will not sufficiently elevate our standard or enrich our life. We must, therefore, attempt to approach the various problems from more comprehensive angles through various research efforts.