CHAPTER-II

REVIEW OF THE RELATED LITERATURE

Review of related literature is a very important phase of research purpose. The present review aims to cover such literature which may help to have a comprehensive view of adult education programme. As per the requirements of the present study, some of the worthwhile studies on adult education have been reviewed. The studies so reviewed are categorized into three; (a) Studies on adult education in general (b) Studies on Evaluation of Adult Education Programme (c) Studies on Problems of Adult Education Programme.

2.1. Studies on Adult Education in general


Atri, (2012) conducted a study on adult education. It dealt with concept and growth of literacy and adult education in India. It also dealt with the organization and training method in adult education and some of the programmes and practices of adult education in India and its neighboring countries. The books also contain thoughts of Tagore, Gandhi, Friere regarding
the adult education and lifelong learning. The study also includes the formation and support of the governmental organization in the field of adult education.

**Bhaskaracharyulu & Atluri, (2010)** conducted a study on the empowerment of neo-literates. The book consists of some selected papers which were compiled and contributed by the distinguished scholars, academicians and administrators, the themes cover under the books are, literacy promotion programmes, education for all, vocational training programme, awareness programmes, sustainable education and value based education.

**Singh, (2007)** conducted a study on the growth of adult education, role of adult education in rural development in British India, literacy among industrial workers, evaluation of literacy campaign, five year plan on adult education. The study also reported that citizen education including adult education will be a necessary part of the entire education system and will be specially promoted.

**Wadhwa, (2000)** conducted a study on the principles and purposes of adult education. Teaching of adults has gone beyond the teaching of alphabets and ample emphasis is being given to the development of social skills and professional skills among adults.

**Soundarapadian, (2000)** study on literacy campaign in India reveals some of the important problems in implementation of the TLC in Kamaranjan District of Tamil Nadu. They were non-availability space in homes; places were not suitable during the rainy and cold seasons. The rate of drop-outs in the backward regions was raised due to the migration of labours. The study suggests
the following measures for the successful implementation of the TLC. The school building with lighting facilities may be used for the campaign in the evening. Learners may be motivated through employment oriented learning in TLC. The teacher learning phase may be selected suitably keeping in view of migrated labourers and student volunteers fully in the campaign.

_Lalthankungi_, (1997) conducted a study on the origin and development of adult education and also the level of literacy, numeracy awareness and functionality of the current learners, problems, role of the functionaries in Mizoram. Major findings were- the origin and development of the adult education programme in Mizoram can be traced back to 1894 when the Christian Missionaries advocated for the knowledge of 3R’s through instructions in Sunday schools. Majority of the current learners in Sate Adult Education Programme, Rural Functional Literacy Programme and colleges said that their main problem was insufficient lighting arrangement in the learning place or Adult education Centres.

_Saldanha_, (1992,b) studied on the Total Literacy Campaign in Sindhudurg District, Maharashtra, regional variations in the organizational characteristics of the programme and also the environmental and infrastructural characteristics of the different sample villages and Talukas in the District. Major findings are learner variables such as sex, age and community influenced the literacy rate negatively. Female instructors have a negative impact on the learning performance of males positioned at the level of excellence in literacy.
The village literacy committee played a major role in the implementation of the literacy campaign.

**Sharma, (1990)** conducted a study on the role of adult education as an instrument for creating mass consciousness and awareness among the weaker sections residing in rural areas and also studied on the role of adult education in shaping the socio-economic conditions and standard of living of the weaker sections in rural areas and also the strengths and weaknesses of adult education in general and to suggest measures for improvement. Major findings were the adult education programme contributed towards bringing about change in individuals. It facilitated the beneficiaries to read, write and do small calculations while marketing and become aware of social evils. Women were not generally attracted towards learning literacy skills. They could not sustain their interest because of their domestic responsibilities and the numbers of dropouts at the adult education centre were fairly large.

**Bhat, (1990)** studied the growth and development of adult education programmes in India. The main finding of the study were about the existence of adult education in India, during the British Period, the commission on Indian Education system (1882-83) recommended the right school system, various models have been existing in the field of Adult Education.

**Kundu, (1986)** conducted a study on Adult Education in order to know some of the principles, practices and prospects of Adult Education. The book dealt with the adult education not only in India but also in abroad. It also dealt
with theories, motivational factors, psychological factors, type of learning, and use of mass-media etc.

**Seth,** (1984) studied the relations among learners, achievement, and motivation. Only women learners were selected for the study. The study found a significant relationship between the main occupation of the family and the attitude of the learners towards literacy. The study was a sound one.

**Ansari,** (1984) studied the concept of adult education, its scope and significance. It dealt with some significance programmes of Government. The book also dealt with the problem of educating adult women folk of rural areas. It listed 60 field areas like health and hygiene, food and nutrition, civic education, vocational and occupational, skill and poultry keeping which needed special emphasis in educating the adult rural women.

### 2.2. Studies on evaluation of Adult Education Programme


**Choudary,** (2012) conducted a study on adult learning which is related to the on-going programme of adult education would be of greater help to the
district administrations and National Literacy Mission to chalk out effective strategies for promoting the literacy, post literacy and continuing education programmes. The main findings of the study is that the achievement of women learners was better in relation to men groups and the attitudes was also significantly influenced with the performance of the neo-literates in literacy skills. It is necessary to launch motivational campaigns, provide and based learning materials and organic income generating programmes.

**Saron, (2011)** conducted a study on adult learners. The main findings of the study is that the literacy efforts must resort to a functionality free concept utilizing most acceptable popular methods of adult literacy learning, simple and straight, institutionalizing and running both programme and mass campaign situation that envisages a painful need for a long term strategy perhaps spreading for over two more decades in achieving total literacy in this country sharing the assessment position of the UNESCO and other research bodies.

**Sugan, (2011)** studied on adult and continuing education. The present study is mainly concerns on the extension system in the universities of India. These include literacy, adult education, continuing education, women studies and population education. It also reflected that education as an all-encompassing term envisages an active learner participant, a teacher as a facilitator-cum-learner and the learning environment that envisages description analysis inferential moves.
Kamat & David, (2007) studied on adult education an important strategy for initiating a social change for good. In this book, literacy, critical factor for the knowledge are discussed along with emerging need, importance and challenges of the knowledge and information revolution in our country.

Fahimuddin, (2007) studied on the findings of evaluation of TLC launched in Pratapgarh district of Uttar Pradesh and post literacy programme implemented in Pakur district of Jharkhand. The study mainly found that the difference has been noticed in terms of success rate between males and female learners. Though not much wide, but ZSS need to focus on the female learners in general and for improving the writing skill of them.

Ramabrahmam, (2005) studied on the policy evaluation and the role of voluntary agencies in the implementation of the NAEP. The study mainly investigates the strengths and weaknesses of the Adult Education Policy differentiating it from production oriented and growth-oriented public policies, and considering it in relation to its institutional framework.

Saldanha, (1992,a) studied on the implementation and the impact of the literacy campaign in Wardha District and also analyses on the relationship between the literacy outcomes and the social characteristics of the instructors/learners including the impact of regional, environmental, infrastructural and organizational features. The main findings of the study were men performed marginally better than their women counterparts in the literacy programme. The
campaign created a pro-literacy atmosphere that was favorable for formal primary education.

**Mohan, Shantha & Usha,** (1992) conducted a study on evaluating the processes involve in the Total Literacy Campaign including the teaching learning process, the strengths and weaknesses of the processes, the ups and downs in the struggle to achieve total literacy and the impact of literacy on the learners, both in terms of achievement of literacy skills and the campaign’s functionality. The main finding of the study was the organizational set up of the literacy campaign and was conducive for the smooth organization of the programme. The multiplier effect strategy had been adopted to train personnel at the various levels. This was highly diluted at each level due to the effect of percolation. This also led to higher rates of drop-outs among trained volunteers. Though there was effective monitoring and supervision of various processes by the various functionaries, there was a need for frequent and phase planning to make the programme effective.

**Sachidananda,** (1992) evaluated a literacy campaign called Saksarata Muzaffarpur in Muzaffurpur District. He reported that the school teachers and students had played a crucial role in environment building survey, monitoring and co-ordination of the programme. The report revealed that the progress of the programme was adversely affected due to the lack of support from the Government.
Thakre, (1991) studied on the adult education programme launched by Nagpur University historically and to assess its impact on the target group. The main finding of the study was the majority of the adult education centres were located in villages which ranked law on the scale of exposure to modernization. Most of the instructors joined the programme with a desire to participate in the development of the area and fourth of them were women.

Tantray, (1990) conducted a study on the evaluation of adult education programme in Jammu and Kashmir State. The main finding of the study was the location of the centres did not match the needs and aspirations of the people. The instructors were trained but for a few exceptions. The quality of their training in terms of content, method and duration had deteriorated with the passage of time, the teaching learning materials were made available in time, and the method of teaching was in no way different from that of children, studying in formal schools. The monitoring system was very poor and unscientific.

Pati, (1989) conducted a study on analyzing of reading needs and interests of the adult neo-literates in the state of Orissa. The main objective of the study was to analyze the reading interest of the adult neo-literates and to classify the different categories of adult neo-literates. One of the main findings of the study was the reading preferences of the adult neo-literates were highly influenced by the local environment.

Desai et al. (1982) conducted a study on the problem of evaluation of the NAEP, which serves to achieve the goal of Universalisation of Elementary
Education in India and also to study on the functioning of the adult education Centres with regard to the organization facilities, composition, training of personal, working of the functionaries, community involvement and relevance of the programme as perceived by the beneficiaries functionaries and the community.

Singh, (1982) conducted a research on a critical study of the adult education programme in the State of Uttar Pradesh. He concluded that the mass media can play a better role and they can motivate the adults to join the centre. The programme must be implemented as a mass movement for a greater involvement of illiterate population. The causes for irregularity in attendance, like tiresomeness after a whole day’s work must be tackled curiously. Proper involvement must be created to make the adults feel that the programme is meant for their own benefit.

Nanda, (1978) in his study of adult education programme in the state of Punjab found that the programme suffered from many lacunae. The finding revealed that the socio-economic condition of farm laborers and wage earners was a barrier for them to attend the centre. In order to remove various lacunae that the adult education Programme was suffering from, it was suggested that there should be a separate department of adult education and the administration of adult education be strengthened.

Gayatonde, (1977) made the study to find out the causes of widespread illiteracy in the country. The main finding were most of the intellectuals
understand the concept of social education. The workers prefer the aspects of citizenship, functional literacy and individual development. There is lack of co-ordination among the agencies concerned with social education.

Talukdar, (1975) surveyed the status of adult education in the state of Assam during the Post-independence period. Under his study, the status of adult education in the state of Assam is far from satisfactory due to variety of reasons, the important on being organizational difficulties, lack of means of communication and transport and lack of healthy attitude in relation to the adult education.

Nagappa, (1966) conducted an exploration into the reading needs and interests of adult neo- literates. He concluded that the method of presentation of new ideas had a high appeal to the neo- literates. He further concluded that reading interests can be maintained by opening, community literacy centres in various parts and supplying necessary materials.

2.3. Studies on the problems of Adult Education Programme

Mishra, (2008) conducted a study on the problem and prospects of the adult education programme in Orissa. The objectives of the study were to trace the development of adult education programme in India and Orissa and also to study the functioning, problem and prospects of the adult education programme in Orissa. The main finding of the study were drawn relating to different aspects of the study viz; General, organizational, curricular, monitoring and evaluation, follow-up measures and problems. The study provides a greater scope for an intensive study of Total Literacy Campaign its achievement and failure, problems and prospects. Moreover the author of the book has really made a very comprehensive and pragmatic approach to different problems in the field and suggested necessary measures for solving the same.

Khan, (2008) conducted a studies on the adult education in Manipur and also facilities their adjustment to life by means of giving proper education to them. He also studies on the weakness of the Muslim community regarding their education. The main finding of the study was that the proper growth and development of Muslim education in Thoubal Districts can only be possible through proper co-operation and co-ordination of all the agencies working in the field of education.

Sambaiah, (2008) conducted a study on the policy and programme of adult education in India and Andhra Pradesh. The study also examine the strength and weakness of the working and organizational structure of the programme. The study revealed that besides administrative and bureaucratic
culture, the unequal socio-economic system is the major reason for unimpressive performance of the adult education programmes.

Sanasam, (2007) studied on the eradication of illiteracy for literacy of all, promotion of knowledge and skill of the neo-literates and capacity building through training by unfolding their folded vision. The main finding of the study was that the percentage of female adult learners was more than the male adult learners. Introduction of teaching learning materials printed in bold and impressive letters with good illustration relevant to the nature environment can facilitate easy learning and relation of interest in learning. The Wangjing Women and Girls Society (WWAGS) implemented various programme through centre-based and area-based approach under the guideline of the Directorate of Adult Education, Government of Manipur only for eradication of illiteracy but also for providing continuing education and extension education through teaching and training.

Chanam, (2007) conducted a study on the literacy rate of the valley area of Manipur and also on the Total Literacy Campaign Programme taken up by various agencies like Government University, Non-Government Organization etc. and to compare the outcome of the Total Literacy Campaign Programme taken up by various agencies. The main finding of the study was that the enrolled learner participating in the Total Literacy Campaign Programme are larger in number by female than male learner but the Non-Government
Organization could not take up any programmes of Total Literacy Campaign due to lack of financial support and sincere volunteers.

Soubam, (2004) conducted a study on the various roles taken up by the implementing agencies of Manipur. The main findings of the study were that there was a gap between the literacy rate of male and female in all the districts. A state level steering committee on the adult education programme comprising of all the concerned and related government agencies should be formed for proper co-operation and co-ordination among the agencies.

Reddy, (2003) studied on the problems and performance of the volunteers working in literacy programmes, role of mass media on the problems and performance of the volunteers. The study found that volunteers have more problems in the areas of programme related with the personal, social, learner and economic problems.

Pathak, (2003) conducted a study on the challenges of adult education in the new millennium. The study find that literacy and adult education campaigns have actively promoted gender equity and have sought to empower them as to decision making about themselves, their families and their communities.

Chandra Shekhar, (2002) analyzed the factors that contribute to the motivation and constraints of adult education programmes in Shemoga District. The study point out that a) study respondents from rural background in general
had provided same or similar responses indicating that the problems did not come down in spite of adult education classes.

b) Respondents from rural area were exposed to adult education and most of them had gained in terms of perception of economic security.

c) Adult education programme were successful in imparting information on self-improvement to rural adults in general.

Sanajaoba, (1998) conducted a study on the progress of the Adult Education during the pre and post-independence period and also studied the organizational and administrative structures of the adult education in Manipur. The main finding of the study was related to the problems of organization, administration-financial, production and supply of teaching learning materials.

Bhat, (1990) conducted a study on the development of various education programmes of adult education in other countries of the world. The major finding were adult education existed in India even before Indians knew the art of writing. Various models have been operating in the country in the field of adult education. There is need for a clear-cut language policy and, therefore, defining clearly the curricular goals.

Kantha and Dutt, (1984) conducted a study on ‘Evaluating the effectiveness of the Adult Education and Non-formal Education schemes, in Haryana State. The main findings are most of the adult learners could read, write and do simple calculations. The learners become aware of modern agriculture techniques. However law attendance level of male students and unsuitability of
locations and places for female adult students were the major problems of Adult Education Programmes.

**Lakshminarayana, (1982)** conducted a study to assess the problems of Adult Education Programme in the Tribal Area and the Impact of National Adult Education Programme in terms of the achievement of participants of 3Rs as well as the functionality of the Programme among tribal of Vishakhapatnam District (A.P.). The main findings of the study were that 46% of the participant attended the classes’ and most of the adults stated that there was lack of reading and writing material in the centres. The tests revealed that a large majority of them had attained good competence in environmental knowledge, speaking, reading and writing skills.

**Sharma, (1979)** undertook an appraisal of forty seven voluntary agencies of Gujarat at the Sardar Patel Institute of Economics and Social Research, Ahmadabad. This study was conducted to get a feedback for policy decision. It also showed that 43% of the total enrollment of learners comprised women. The percentage of the scheduled castes, schedule tribes and other backward classes taken together was 75% of the total enrollment. Another finding of the appraisal was that the component of functioning development and creation of awareness had been neglected in comparison with literacy.
REFERENCES


