CHAPTER II

REVIEW OF RELATED LITERATURE

Review of literature of the earlier researches is important because it gives the direction to the investigator, avoid the wrong path to the investigation, a study to know the investigations in the field, to avoid unwarranted duplications, at the same time it would indicate the need and contribution of the present study. The task of review of literature is highly creative and tedious because the researcher has to synthesis the available knowledge of the field in a unique way to provide the rationale for the study. Therefore, before completing a plan for conducting research work, a researcher needs to search literature in the area of the proposed investigation. Of course, the researcher should become a scholar in that area. In reviewing literature of the completed researches, the investigator may be able to procedure interpreting results.

So far, there are very few readymade materials in the forms of books and research works of the past that directly deals and relates with the present study. As such, the researcher heavily relies on manuscript, periodicals, journals, seminar papers, reports, newspapers, articles, net and opinions that are relevant in some way or the other, directly or indirectly related with the
present study. The literature which has been reviewed here in this study was
directly or indirectly related to the present study.

Khandai (2003) made an Analysis of India Literacy Rates based on
National Sample Survey Organisation (NSSO), 1997. The main findings were:

(i) The growth of literacy rates are 10% points within 6 years 1991 to
1997 and 12% points within 7 years 1991 to 1998, this shows
extraordinarily with the decadal trends of previous years since
independence.

(ii) The survey figures show that in the current decade, in a matter of just
6 years, the decadal average of all earlier years has been surpassed.

(iii) The increase in literacy particularly rapid between July 1995 and
December 1997, due to the hardest time period for the National
Literacy Mission when Literacy Campaigns moved to northwards
into the heartlands of the Hindi and massive administrative challenge
was faced which deeply-embedded unpleasant socio-cultural
millieus.

(iv) The urban-rural differential in literacy rates has shown a marked
decline for the first time in a span of just 6 years as it has dropped by
more than 4% faster than in any previous decade.

(v) The rapidity growth of literacy rate between 1991 - 1997 in rural
areas has been 11.3%, as opposed to rate of growth in urban areas,
which has been 6.9% the growth rate in rural areas move faster than the growth rate in urban area by as much as 4.4% is markedly more in the last 6 years contrasting to any previous decade.

(vi) The growth rate of female literacy between 1991 - 1997 has been 11.3% whereas male literacy rate for the same period has risen by 9% and the female rate of literacy has grown faster than male even in the previous decade which was 9.6% against 7.9%. This is due to a great contribution and special emphasis laid by the National Literacy Mission on women participation.¹

Talukdar (1993) prepared "Adult Education: Concepts and Methods", as a hand book for the adult education functionaries, working in different field of adult education. He conducted a study on the growth of various concepts, purpose and scope of Adult Education in India and abroad, Continuing Education and its importance. The study focuses on the importance of motivation in learning for the adult and gives some vital points of the findings were:

(i) In presenting learning materials to the adult learners subject matter should be related to the problems of the learners and their interests, one should proceed from known to unknown.

(ii) Abstract ideas should be given with reference to life situation. Because the adult learn better than by doing than listening.

(iii) The learning process should be arranged in such a way, so as to arouse active participation from the learners.

(iv) The adult learners should get time for assimilation of the materials learnt.

(v) The learner should be aware of his own day to day progress.

(vi) There should be provision for proper follow-up programme, at least, to give impetus to the learners.²

The UGC Review Committee Report (1987) on Adult and Continuing Education forwarded the following objectives for continuing education such as:

(i) To enable the universities to establish the necessary linkage with community.

(ii) To provide opportunities for disseminating knowledge in all walks of life.

(iii) To cater the felt needs of all sections of society, but especially to the need of the less privileged and under privileged sections.

(iv) To enrich higher education by integrating continuing education and adult education programmes and extension work in the system etcetera.³

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Singh (2004) traced the status of adult education in Jammu and Kashmir and agencies involved in organization of the programmes in the study. The main findings of the study were:

(i) Jammu and Kashmir launched National Adult Education Programme (NAEP) on a massive scale on 2\textsuperscript{nd} October 1978, with the objective of making 1.3 million adults literate out of 1.86 million total population in the age group of 15-35 years, the programme was started in all the 10 existing district during that time and 6,76,527 adults have been made literate in the state up to ending June 1989.

(ii) In the last part of September 1989, there are 18 projects in Jammu Division and 10 projects in Kashmir Division functioning in the state with an enrolment of 75,658 learners receiving literacy education in 2,446 centres, besides this, 7,875 learners were learning literacy skills in 503 handicrafts centres in the valley and up to the ending of 1989 in the valley of Kashmir 1,25,358 males and 2,47,369 females have become literate.

(iii) In Jammu and Kashmir high economic status groups were more interested in learning than low economic status groups, comparing Scheduled Caste and Non-Scheduled Caste, Non-Scheduled Caste group were more interested in learning than Scheduled Caste group.
and among the learners in adult education centres learners of lower age group were more interested than learners of high age group.

(iv) Library facilities provided to adult learners were meager and only 40% of learners took the benefits.

(v) The major reasons for dropouts given by the adult learners were due to involvement in agriculture work for earning their livelihood and due to household work.⁴

Ansari (1984) studied the programmes undertaken in the past by Bombay Adult Education Committee, Each One Teach One scheme of Moga District in Punjab in early 1950. The programmes were organised through Polyverant Adult Education, Shramik Vidyapith, Gram Sikshan Mohim, Gram Gourava Samarambha, Nehru Yuba Kendra. The study deals with the problems of educating adult women folk of rural India.

The study reveals that special emphasis were given in educating the rural women according to their daily needs and listed 60 field areas like health and hygiene, food and nutrition, home management and childcare, civic education, vocational and occupational, skill and poultry keeping.⁵

A report of Five-Day Asian Pacific Seminar jointly sponsored by UNESCO - ROEEP, Asian South Pacific Bureau of Adult Education

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(ASPBAE) and the Indian Adult Education Association (IAEA) in September 1985 at New Delhi, finance by UNESCO written by Saxena. J.C and Sachdeva (1986). The report contains a keynote address in the form of introduction, the objectives of official and non-official agencies and the need of co-operation among educational institutions to promote civic sense to the people. It emphasizes the importance of civic education for the people, to know their rights and duties for the improvement of the quality of life and their living standard as rights without concomitant duties and responsibility could lead to confusion. It also mentioned that exploitations and inequalities were mainly due to ignorance of the people in general and lack of civic awareness in particular.6

Dutta (1986) studied "Adult Education in Pre-British period and Adult Education during the British period in India from the year 1937 to 1950." The study reveals that during the first plan to fifth plan period adult education faces different problems of from different angles, the important role played by the Universities in promoting adult education, and provides information on the role of Indian Adult Education Association.7

Muttalib (1989) conducted a case study on Voluntarism in Innovative Educational Development, Voluntary Action through Government support, Lok

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Shikshan Sansthan in the state of Jaipur, Role of Voluntary Institution in Education in the state of Jammu and Kashmir, some thoughts on Minority Educational Institutions their Objectives and Problems, Minority Education in Hyderabad, Muslim and Challenges of Modern Education, National Education Policy and Problems of Minority Education, Voluntary Action in Education through a Christian Perspectives. The study is based on the different role played by voluntary organisations in the field of adult education and reveals that education to adult was essential according to the needs of the learners and their society, educational approach would be differ from one religions to another.  

Chandra (2003) made an attempt to study the "National Adult Education Programme." The main findings of the study were:

(i) The total target was 100 million but 44.22 million learners were enrolled in Adult Education Centres in different areas till March, 1988.

(ii) It has been estimated that only about 45% of the enrolled learners attained literacy.

(iii) The level of achievement of this programme in relation to the target set for it was about 20% only.

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(iv) Motivation and participation of women was high in the programme but the achievement levels of literacy were below the desired level. (v) The coverage of weaker sections of society particularly Schedule Tribes and Schedule Caste was higher than the target.

(v) The quality of teaching learning materials prepared are found to be positive but Mass media did not provide appreciable support and learning environment in the Adult Education Centres was poor.

(vi) The programme worked very well where special recruitment procedures were adopted and management was reasonable.

(vii) The State Government did not give proper co-operation to Voluntary Agencies and quality of training of the functionaries was poor.

(viii) Lack of linkage between basic literacy, post-literacy, follow up and continuing education which lead a large number of neo-literate into illiteracy.

(ix) Support from Political level, Administrative level State level and Panchayat Raj was not approaching.⁹

Pati (1989) conducted a research study on development and progress of adult education in India before and after Independence including financial allocation to Adult Education during different plan periods in India and also Orissa. The study mainly deals on the actual reading needs and interest of neo-

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literates living in different areas. Analysis is done on the reading needs and interests of the Adult Neo-literates of Orissa State. It includes the available books for the neo-literates to read and the books which they desire to read as a requirement of their geographical habitation, sex, caste, parental occupation, annual income, social status and habit of reading etc. The major findings were as follows:

(i) The neo-literate men and women belonging to different areas are mainly interested in stories and tales, and poetry forms.

(ii) The neo-literate adult men are interested in reading books written in the form of stories and tales.

(iii) Except in tribal area, in all other areas the neo-literate women adults are almost equally interested in reading books written in story and tale, and poetry forms.

(iv) In tribal area women neo-literates are only interested in reading books which are written in poetry form.

(v) There was a significant difference regarding the reading needs of neo-literate adults in respect of rural and urban, men and women, agriculture and forestry, business and economics etc.

(vi) The adult neo-literates were interested in reading books of their mother tongue which may or may not be necessarily simple.  

Sharma (2001) dealt with the International dimensions of Adult Education in developed and the developing countries related to- meaning, concept, need and importance of adult education, types of adult education, different programmes organised in the field, different functionaries from different countries of the world and pointed out that there had been growing realization of the need and importance of education for the adults.\textsuperscript{11}

According to the 'New Guidelines on Adult and Continuing Education and Extension Programmes in Universities and Colleges, 1988 Continuing Education is: "An indispensable aspect of the strategy of human resource development and of the goal of creation of a learning society. Continuing Education includes post literacy for neo-literates and school drop outs for retention of literacy skills, continuation of learning beyond elementary literacy and application of this learning for improving their living conditions".\textsuperscript{12}

Sodhi and Multani (1989) comparatively dealt in the area of adult education which was fast coming up as an independent discipline in developing machine of the world. The study was a piece of an attempt made by different countries like USA, U.K, USSR, China, Kenya and Denmark. Some of their findings were - the concept and scope of adult education differed from country to country, programmes organised were different on- need based of the people,

\textsuperscript{12} New Guidelines on Adult and Continuing Education and Extension Programmes in Universities and Colleges, (1988), New Delhi, UGC, p.56.
adult education agencies received proper co-operation in some areas whereas in functionaries, systems and methods were different from each and every country.\textsuperscript{13}

Prasad (1991) made a study on a positive attempt aimed at finding out better methods of mass scale involvement of University students in adult education programmes for providing a new vigour and impetus to the concepts and practices of adult learners. The study was based on observation; experience on the student's and on student's perceptions and attitudes towards participation in adult education activities. Finding of the study was designed in such a way to provide certain basic guidelines to the UGC sponsored adult education schemes in the Universities from student's point of view for practical approachability.\textsuperscript{14}

Grover and Chopra (1998) studied the concept, need and importance of Continuing Education. The main findings of the study were:

(i) Continuing education is a need based education for educationally and economically deprived sections without interrupting their economic activities.

(ii) Continuing education is education for the people of all ages, both urban and rural, rich or poor, the opportunity to engage in lifelong

learning and now emerging as the main component of the broader view of education as a whole. (iii) An indispensible strategy of human resource development and the goal of creation of a learning society.

(iii) It includes post-literacy for neo-literates and school drop-outs retention of literacy skills for improving their living conditions.

(iv) It enables an individual to adjust a rapid changing world and willing to take on a new job or play a new social role with eagerness and enthusiasm, without fear and reluctance, it can cater to the learning needs throughout life.\textsuperscript{15}

Kundu (1986) deals with the learning process and teaching procedures in the field of adult education which are different from formal education system. He pointed out some essential condition for the success of literacy programme such as- launching a nationwide programme in all parts of the country systematically from area to area to cover the entire state and the country, organisation of massive programmes with well planned, preparation of materials, training of personnel, public cooperation and efficiency of organisation. He also mentioned important steps in order to eradicate illiteracy like - expansion of universal schooling at least five years duration as rapidly as possible to the age-group of 6-11; providing part-time education to those

children of the age-group 11-14 who missed schooling or dropped out; and providing part-time general and vocational education to young adults for the age-group of 15 -30 who have received some years of schooling but insufficient to prepare them adequately for the demands made by their environment.16

Thakur (1993) conducted a study on "Adult Education and Social Change: A case study of Tamar Block of Ranchi District, Bihar." The main objective of the study was to evaluate the performance of NAEP at Tamar block on the basis of sample data to make constructive and pragmatic recommendations for further improvement. The evaluation was primarily based on the three essential components of the programme which would provide better direction not only to Tamar block alone but also to several other blocks where adult education programmes are being conducted by governmental and voluntary agencies. Some of the findings were:

(i) Adult learners from Tamar blocks are respectively Scheduled Tribes and Scheduled Castes.

(ii) These two communities need more centres for female.

(iii) Among the adult learners 83.16% earn their livelihood from agriculture.

(iv) The average income of the learner's family is Rs.95.29 per month and 75% of the families have monthly income of Rs.150 or less.

(v) The proportion of female illiterates in the age group 15-35 years is significantly larger than that of male illiterates in the same age group.

(vi) Regarding learners literacy level - about 50% of the learners in their ability write and do simple calculations is poor.

(vii) They generally feel that the programme duration is not sufficient.

(viii) Some important problems faced by functionaries are unemployment, poor communication and lack of adequate irrigation facilities.¹⁷

Final report of the Acharya Ramamurthy committee for review of national policy on Education 1986 made the following recommendations on Adult and Continuing Education:

(i) Imparting of literacy should be placed in the context of the developmental needs of the adult. Adult education programme should be accompanied by a wide range of measures relating to health, nutrition, housing and employment needs.

(ii) The mass campaign strategy as well as the Mahila Samakhya model may be objectively evaluated to rook for meaningful lessons for the future. (iii). While NLM goes ahead with its planned literacy

campaign in the 8th five year plan period, an independent study group should be commissioned to evaluated the programme, particularly with a view to arrive an understand of what may be appropriate strategies to remove adult literacy in a quicker possible time.

(iii) The Department of Adult education should co-ordinate with the Department of Rural Development and Ministry of Labour and organise Programmes for vocational skills for the adult illiterates facilitating flow of funds from programmes like Training of Rural Youth for self-employment.

(iv) Neo-literate should be placed in an environment in which they have constant interface with the challenge of the written world.  

Gomathi Mani(1994) in his book "Adult Learning Theory and Practices", traced on the Basic process of Adult Education which was mainly based on the Methods of teaching literacy to adult, classified into three - Synthetic method, Analytic method and Synthetic-Analytic method. The importance of Androgogical spirit of helping the adults to learn which contrast with the Pedagogical approach of how to teach adults according to their age,

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sex, occupation, educational level, needs and interests of the learners was findings of the study.\(^\text{19}\)

Correa (1995) studied "Adult Education for Social Development", was mainly based on the extensive fieldwork in two villages of Nolganda district Andra Pradesh from the year 1988 to 1994. The study reveals that adult education is an attempt towards bringing the illiterate from darkness to light, from known to unknown, pour out the culture of silence and preparing them to participate in the democratic process of development, a part of the process of social structure transformation and a process that could bring equity and justice through social development. It also proposed that Adult Education Programme to be successful.\(^\text{20}\)

Lianzawna (2005) based on" Mizoram and the Mizo's." He reveals the tremendous development and changes which was took place in Mizoram through education are as follows:

(i) Christian Missionaries transformed language to writing and developed Mizo Alphabets (A AW B) in March 1894.

(ii) The Mizo's began to learn how to read and write at the verandahs of the missionaries and the first literate persons among the Mizo's were Thangphunga, Suaka, Lalchhinga and Khamliana.


(iii) The first temporary school was started in the soil of Mizoram by the Missionaries in 2nd April, 1894 only respectable person can be a teacher in those days and salary of a teacher was Rupees 3/- or Rupees 5/- per month but teachers played a very significant role in the society.

(iv) During Union Territory status in Mizoram between the year 1972 to 1987. There was slow and steady progress in the field of education.

(v) From the year 1952 to 2001, there are more than 40 Indian Administrative Service, officers and more than 20 Indian Foreign Services among the Mizos etc.21

Pillai (1997) conducted a study on ‘Continuing Education Programme in Kerala’. The main findings of the study were:

(i) Majority of the coordinators involved in the continuing education programme are males from the age groups of 30-50 years, 50% and nearly 56% are from backward communities, 55% of the coordinators have previous experience but the remained 45% didn't have any experience in the field.

(ii) For building environment of continuing education programme such as literacy jatha, Aksharakalajatha, etc. are adopted.

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(iii) All the coordinators had attended training and majority expressed satisfaction over the organisation, method content and materials of the coordinator's training.

(iv) They organised 65% of the required literacy centers, out of which only 24% were currently function properly.

(v) Different strategies are also adopted to motivate the learners.

(vi) Major programmes currently implemented by literacy circles were -

Literacy classes for illiterate and semi-literate, Neo-literate paper reading, etc.

(vii) More than 50% literacy circles planned to take up discussion classes.

(viii) Vocational training is an important part of continuing education programme, but only minority has organised courses like: embroidery, tailoring, etc.

(ix) Major problems faced in organising Adult Continuing Education Programmes were nearly 95% coordinators reported that they did not received sufficient financial assistance from District Literacy Council which causes different problems and major pitfalls were: Political interference, lack of proper planning, lack of co-operation and unfulfilled promises for volunteers, inadequate financial support and voluntary agencies not involved.²²

Mohanty (2002) studied "Adult Education and Non-Formal Education", deals with its importance for the success of democracy, its strategies and methodologies, learning society, literacy and development. It discussed the role played by Communication Media and materials, Life-long education, Methods and techniques of teaching adults, Distance learning system, area of Development Approach, Educational Broadcasting, Open University, Evaluation and Research in Adult Education, Paulo Friere and Binode Kanungo. It also highlight about Adult literacy campaign in Britain.23

The study of Singh and Sundarshan (1996) on "Adult Education" reveals the important role of adult educators in concerns with the life-world of the illiterate adults, the interpersonal relationship in the facilitation of learning and protection of the commons. It also dealt with current crisis in adult education, adult learners, importance of motivation in adult education and forwards guidelines for good practices in the field of adult education.24


Saksharata Samitis, the scheme of continuing education for the Neo-literates, objectives of continuing education according to the programmes, beneficiaries, establishment of continuing education centres, functions of continuing education centres and the importance of different facilities for the learners like- library, reading room, learning centre, training centre to upgrade skills, information centres etc. It also highlight Target-specific programmes such as- Equivalency Programmes (EPs), Income Generation Programmes (IGPs), Quality of life Improvement Programmes (QLIPs), Individual Interest Promotion Programmes (IIPs), financial support, technical and Academic Resource Support.25

Perumal, Mohan and Suresh (2007) book "Adult Education Scenario in India, Under New Education Policy", deals from the Genesis and Background of Adult Education in India, made a comparison between Formal and Non-Formal Education, studied the perspectives of Each One Teach One Programme in India and Adult Educational Development in Tamilnadu, they selected Thiruverambur area for the study purposes. Major findings of the study were: Among the learners 72% belongs to the age group of 25 - 50 years. 46% of the learners depend on agriculture and other allied works for their main source of livelihood business. Honorarium of the animators are Rupees 50 per month only, female animators are more interested to work in the centres than male. A

large number of centres are function in the study area. The performance of scheduled castes and scheduled tribes are found to be better than other groups.  


Sambaiah (2008) made an attempt to investigate the organisation and working of adult education programmes at micro and macro levels. Some of his findings were: The history of adult education can be traced to evolution of civilization itself. It is only fifth five year plan onwards till date the successive governments both the centre and state governments gave priority to the adult education programmes. The analysis shows that the programme is slipping into

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the hands of those who lack commitment to the programme. Majority of the preraks joined the department to supplement their income. Lack of training facilities among the staff. There is a need to give priority to adult education and its programme in order to bring overall development in the state and country. The study reveals that though the objectives of adult education programmes are lendable, the budget allocation and amount spent on adult education programmes was inadequate to meet the targets.

The study point out that the success of the mass literacy programmes depends on the administrative structures, allocation of budget, co-operation from the Government departments, commitment of field functionaries and active involvement of the adults etc.28

**THESIS**

Shankar (1980) studied the Expectancies of Urban Women from Continuing Education. He employed normative survey method and the data were collected through interview schedule. The main findings of the study were: most of the urban women wish to continue education properly in formal educational institutions and about 50 percent urban women prefer to continue their education in co-educational institutions. The main problems which unable the urban women to continue their education was they were engaged in

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household responsibilities, bringing up of children and they even involved in earning livelihood for their families.\textsuperscript{29}

Singh (1989) conducted an evaluation study of Adult Education Programme in Manipur Since 1978. The main findings were: there are only the State level and Project level administrative set-up actually functioning for the implementation of NAEP in the state, there are 12 projects 6 RFLP and SAEP with 4 voluntary organisations, under Adult Continuing and Extension Education Manipur University there are 30 adult education centres, the state target of opening adult education centres had been achieved 89.84\%, some serious problems in the implementation of NAEP in Manipur are - lack of suitable place for the centres, non-availability of proper organisers, low payment of instructor honorarium, lack of co-operation from locality, lack of awareness, problems of identifying the illiterates for due to inferiority complex, lack study materials, shortage of funds, lack of co-operation and co-ordination in the department, interference of politics, the village leaders and chief play an important role in the hill areas, reasons of learners dropout in the centres are due to economic problems and vocational courses are badly needed to be introduce in the state through adult education programmes.\textsuperscript{30}


Das (1990) study the socio-economic problems in the implementation of adult education programme in Assam and found that the main problems were: poverty of the people, illiteracy, due to ignorance the illiterate adults had unwillingness to attend adult education programme in Assam, social customs problems, religious fanaticism, conservatism, traditionalism and natural calamities like floods play a destructive role in the expansion of adult education programme in the state.\footnote{Das Monoranjan: "A study of the Socio-Economic Problems in the Implementation of Adult Education Programme in Assam", Ph. D. Education Gauhati University, (1990).}

Tantray (1990) conducted a research study on Adult Education Programme in Jammu and Kashmir and found that: the location of adult education centres in Jammu and Kashmir did not match the needs and desires of the people, most of the learners were from the age group of 15 -20 years attended the centres mainly to learn some handicraft, majority of the learners were young adults who had studied up to high school level and they considered that adult education programme as a means of employment rather than a social services, method of teaching was that of formal school, learners were dropout due to poor facilities in the centres and due to personal problems, instructors for the centres were selected respectable persons from their own locality, the males instructors were mostly farmers and females instructors were housewives, the honorarium paid to the instructor was just Rs.100 per month only, the instructors were trained but the quality of training was poor,
supervision and monitoring of the programme was poor and the overall performance of adult education programme in Jammu and Kashmir was rated as poor.\textsuperscript{32}

Diendoh (1991) conducted a study on the problems faced by Adult Learners in the Adult Education Centres of East Khasi Hills and their Reaction Towards the programme. Some of the findings of the study were: The problems faced by adult learners in the centres are different from one person to the other. The main problems are - (i) Physiological problem of the learners. (ii) Psychological problem of the learners. (iii) Socio-Economic problems. (iv) Pre-occupation with livelihood. (v) Communication problems. (vi) Social problems of the learners like lack of awareness of the programme among the adult, due to conservatives mindedness in the villagers and the society, lack of encouragement from neo-literates, ignorance of the parent, negative attitudes of family members, etc. (vii) Material problems of the learners - lack of proper facilities in the centres like proper classroom, sitting arrangement, electricity, study materials etc. So, the problem of determining a suitable method of teaching adults in the area is also not less complicated\textsuperscript{33}.


Lalthankungi (1997) conducted a systematic process of determining the extent to which the objectives of the adult education programme function in Mizoram are achieved. The study adopted random sampling technique for selecting different sample groups, the obtained data were analyses in terms of percentage in which both quantitative and qualitative analyses was carried out. Findings of the study were: The current learners in SAEP are 59.52%, Colleges are 72.50% and respondent in RFLP are 48.33% majority were females, majority of the current learners were cultivators had no previous schooling, learners received teaching learning materials but they were not satisfied with the quality of those materials, attainment of the current learners on 'literacy' component of the programme was satisfactory to a great extent but the level of 'numeracy' was not satisfactory, the programme could not play the expected role in upgrading the functional skills of the current learners and in general, the attainment of the current learners on 'functionality' component of the programme was far from satisfactory, lack of trained workers and training facilities.

Among the three districts in Mizoram performance of Aizawl District was found to be the best followed by Lunglei and Chhimtuipui districts,
respectively and in general, the adult education programme functionaries in Mizoram could not play their role as expected in the programme online.  

Sanajaoba (1998) studied the progress of adult education in the valley areas of Manipur during Post-Independence Period. The main findings were: there is a need of having a separate director, lack of co-operation and co-ordination among various ministries and departments for the development of deprived and depressed sections in Manipur, allotted funds did not reach in time and supplying of teaching learning materials in adult education centres did not reach the hill areas in time, delaying of funds and materials have a serious effect in hill areas, honorarium of the instructors was only Rupees 100/-per month too meager in these days as all the price of essential commodities is high enough, in order to identify number of illiterates it is necessary to conduct a survey where adult education centres to be organised, introducing of functional or vocational education is badly required, only one or two lanterns are supplied for night classes in the centre, no newspapers, periodical publication and magazines in the centres to update the knowledge of the learners, no rural libraries for neo-literates to enable them to continue reading habit after they completed the course, lack of proper co-operation and co-ordination within the same department causes failure of programme to a great extent.

Kiran (2003) conducted a study on implementing agencies of Adult Education in Imphal East district and Imphal West district of Manipur. The study has five Objectives and analysis was done on the aspect of progress and development, contribution made by the three agencies, funding agencies, implementation of the programmes. Findings of the study were: there is different progress in the field of Adult Education in Manipur after having a separate Directorate for Adult Education, it has been taken up under three pronged approaches - Directorate of Adult Education Government of Manipur, Non-Governmental Organisations and the University since 1973 from different directions under different management system and control, nine voluntary organisations took the initiatives of eradicating illiteracy from the age group of 15 - 35 years within this two districts, there is political interference at the time of departmental promotion which created undesirable complexities in functioning the Directorate, lack of proper co-operation and co-ordination within the department causes the failure of adult education programme to a great extent, Adult Continuing Education and Extension, Manipur University was established in 1986 and had been implemented various programmes not only in eradicating of illiteracy but also provides continuing education and extension education through teaching, training, and research.36

Paintal (2006) comparatively study the concept, purpose, policy, definition, language and programmes of adult education in India, Indonesia, Thailand and China. Some of his findings were:

(i) All the four selected countries had similar socio-cultural settings.

(ii) Majority of these four countries population lives in rural areas and agriculture is the chief occupation.

(iii) They were at a different stage of socio-economic development.

(iv) China had centralized planning, India and Thailand followed five-year development plan but in Indonesia the presidential decrees were important and implemented as government laws.

(v) Adult education in these countries was for the down trodden, unreachable and disadvantaged group for whom popular primary education was not possible as these groups were socially, culturally and economically marginalized.

(vi) The content of adult education was varied in the selected countries but comprises basic literacy, acquiring knowledge pertaining to civic needs and occupational skills to become productive part of system.

(vii) The purpose of the adult education can be indirectly differed in the countries studied depending upon the political system prevailing within the country and depending upon the socio-economic developmental of that country.
Each of the four countries studied had addressed its adult education problem in its very own way depending upon its political system and its socio-economic stage of development. The findings of Paintal's study confirm that adult education has had a long history of entering into public policy in the selected countries.37

The review indicates that there are several factors which caused problems for adult continuing education. It also reveals that there are inadequate facilities for instructors and learners in adult education centres of the country. The books and thesis reviewed were directly or indirectly related to the present study.

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