CHAPTER 1
CHAPTER I

INTRODUCTION

Education is the most powerful instrument that can bring out a desirable change in the social, economic, cultural and political life of the people. Education is indispensable for the well-being and survival of mankind. It is a means of meeting the life long needs of the people.

It is not confined to childhood only but it is a continuous and life long process, which begins at birth and ends with death. Age is not a barrier for learning. Learning process as understood today, is no longer terminal but it is life long. The modern concept of adult education emphasizes that adults to different walks and stages of life should be embraced within the purview of formal or non-formal education. Even if the adults have had an early education, it may not be adequate and relevant to the changed world of today. In other words, the educational meal taken by children can hardly be expected to sustain through out their life time, which is full of changes and challenges.

Hitherto, literacy was the main objective of adult education in many developing countries including India. Now a functional dimension is added to adult literacy programmes as a motivational device and also
an utilization component. In functional literacy, the stress is on the functionality of adult literacy in relation to the life of the individuals and the needs of the society\(^1\). Literacy is an essential tool for communication and learning, for acquiring and sharing of information; a pre-condition for a person's physical and mental growth and national development\(^2\).

The spirit of a country is inherent in its culture and the main function of education is to transmit the same to its future generation. Thus, education has been acclaimed as a beating heart of a progressive nation. The civilization of any country is judged by the rate of literacy in that country. In fact the Third World countries are normally at their low ebb in increasing their literacy rate.

Education may be defined as aggregate of all the processes is by which a person develops ability, attitude and other forms of behavior of practical value in the society. In the words of Rodge, "experience is said to be education and all experiences have a direct educative effect on human beings".
Generally, education is misconceived as equivalent to literacy. In reality, education is a process through which the faculty of reasoning is developed among the human beings in order to make them distinguish between right and wrong. As per the UNESCO report, education aims at enabling the human beings meaningful and happier life, promoting social and economic well being and helps to lead a peaceful life.

Education, culture and civilization are the triple basic ingredients which form human advancement and social progress. While society is a ship, education is the steering rod and the other two are its girating propellers to reach the destiny of its development. In other words, education plays a dominant role in making strides of sophistication and modernization. The concept of education is playing a significant part in the process of transformation and broadening of human mental horizon and driving to the progressive environment and further filling the gap between conservative and innovative. Stupid and intellectual and inept and germane.3

The civilization of any nation is reflected only through the rate of literacy and the latter is a dependent factor on the growth and emergence of the quantum of these institutions as such. Its is an accepted doctrine
that civilization and education are the two sides of a coin and they always travel side by side. If there is any lapse from the angle of paying attention to the promotion of these institutions of educative life, simultaneously there would be a blow to the sober optimism of progress of civilization. Hence, literacy and civilization are the interdependent factors which in turn strive for the social, cultural, political and economic growth of every nation at large, which can be made possible only through the enhancement of the status of educational institutions in the contemporary society. Thus, education is the back bone of a progressive nation. The spirit of a country is inherent in its culture and the main function of education is to transmit the culture of the country to its future generations.

**Meaning**

There is a great controversy in regard to the meaning and definition of the term 'education'. Education is a dynamic concept and its meaning changes from time to time. Hence divergent views have been expressed by scholars from Socrates and Plato up to present day. Further, its biological, psychological and philosophical connotation vary from one another.
Etymological viewpoint

The word 'education' is derived from the Latin word 'Education' which again comprises two Latin words 'E' which means 'from internal' and 'Duca' which indicates 'to lead'. Thus, the word 'Education' intends to bring the inside to outside\textsuperscript{5}. The function of education hence is to draw out rather than to put in. This means through education inner capacities or potentialities of the pupil are developed and brought to light\textsuperscript{6}.

Education also trace out the root of education in two Latin words 'educare' and 'educere', the former's meaning enhancement, improvement and progress and the latter's meaning development and bringing out.\textsuperscript{7} Therefore, education means the art of developing enhancing the cultivation of various physical, mental and moral powers of the child. Education as such is to be taken as a process, not as a product.

Definitions:

Education may be defined as an aggregate of all the process by which a person develops ability, attitude and other forms of behaviour of
practical value in the society. According to Socrates "Education means bringing out of the ideas of universal valitdity which are latent in the mind of every man".

**Adult Education - A Global View**

The education of adults who constitute an important and sizeable portion of the country's population is an impelling need of the hour. In fact, the development of the nation is largely conditioned by the level of education of its people. The more educated the number of a nation are, the greater is its development potential and the greater is the possibility of success in tackling problems and achieving the progress in all spheres of life. Further, literacy makes an individual know what he is and how to use the resources at his disposal. This enables him to conform through national thinking, to the changes and modernization and have a national outlook which are essential for development.

Adult Education is the process where by persons who no longer or did not attend schools on a regular as well as full time basis undertake sequential and organised activities in with a conscious intention of bringing about changes in information, knowledge, understanding of skills, appreciation and attitudes or for the purpose of identifying and solving personal or community problems. The purpose of Adult
Education Programme is to create awareness among the illiterates regarding their social environment, their rights and duties, their problems and possible solutions.

The concept of adult education has been undergoing several but significant changes over the years. It "continues to evolve as new groups of people in need are identified, new education objectives are discovered, new methods and techniques of delivery of services become available. The last means been laid to rest". (1) In fact, the organized and systematic instruction mature people long proceeded the formal organization of schools for children and youth. However, such practices rarely led to institutionalization. (2) or were given any specific name during ancient times. In fact, the term "adult education", was first coined in the English language only in 1951. (3) Though certain striking developments in the field had already manifested in different parts of the globe during the nineteenth century, most of the important developments and writings have emerged after the First World War. (4) The underlying concern everywhere was towards providing some form of education to the adults not withstanding the regional variation and diverse needs of adult education. while religious motives played a key role in the spread of literacy and Churches and Christian missionaries took keen interest in
setting up adult schools in different parts of the world—certain unique adult education institutions emerged during the 19th century in Europe and America. The socio-economic changes and the advent of the Industrial Revolution in England paved the way for the emergence of "mechanics Institutes" during the first quarter of the nineteenth century. These institutes catered to the increasing educational demands of the emerging working class. Adult Education in America took the shape of lyceums (1826) - local lecture and discussion groups - and Chautauqua (1864) - summer programme for the Sunday School teachers. Folk school - an institution for rural farmers also came up in Denmark (1844) as an unique adult education institution.

Unlike the most other nations around the world, there were no innovative development in the field of Indian Adult Education during the 19th century although India had a rich oral tradition since immemorial times and was renowned worldwide for its scholars and scholarship. The main thrust of Adult Education in India during the 19th century revolved around basic literacy.

Night schools were the key Adult Education institutions. They were few and modeled after British Adult Schools and were mainly set...
up by the Christian missionaries. Besides several socio-religious organization, intellectuals and political leaders had also taken keen interest in the education of adults. The overwhelming concern of Indian nationalist leaders being the freedom movement, they had initiated a process of mass mobilization and conscientization through public lectures and discussion with a view to making the massed aware of their right and motivate them to fight for the freedom of India. Hence, the freedom struggle of India may be viewed as the biggest and the most successful Adult Education movement in modern time. While some of the nationalist leaders like Dadabhai Naoroji, Surendra Nath Bannerjee and Gopal Krishna Gokhale had pleaded for universal literacy; B.G. Tilak and Lala Lajpat Rai set-up night schools and summer camps for the political education of freedom fighters. Although Rabindra Nath Tagore and Mahatma Gandhi tried to tackle the problem of illiteracy by integrating literacy with rural development and constructive programmes, their efforts were rather limited. The interest and involvement of eminent Indian leaders in literacy, however drew the attention of masses towards the gravity of the problem.

During the early decades of twentieth century the colonial rulers adopted the policy of promoting Adult Education as a non-governmental
activity and focusing elementary education as an effective means of achieving literacy. Such a policy was not very conductive for the emergence of Adult Education as distinct field of activity. However, certain international developments during 1920's and 1930 the growth of Adult Education in India. The formation of the World Association for Adult Education (1919) and the organization of the first conference on Adult Education in Cambridge (1929) which drew together 300 representatives from 24 nations including nine from India, the publication of the Report of Auxiliary Committee of Indian statutory Commission (1929), the visit and ground work of Dr. Frank Laubach, an American missionary (who Developed Each one Teach one method) in different parts of Indian during 1930's, the political support to literacy given by the congress Government in power during 1937-38 and the publication of the Report of Adult Education committee and the formation of Indian Adult Education Association in 1939- all have been instrumental in promoting Adult Education as distinct field of activity by large 1930's. In fact, in pre-independent India, apart from, certain Indian intellectuals a number of British Adult Educators and Adult Education organizations have played a key role in shaping character and growth of Adult Education. Adult Education is one of the most important issues of Indian education. Education is most powerful instrument to change the
social, economic, culture and political life of people. It is not confined to childhood only but it is a continuous and life long process.

After the emergence of India as an independent country, the concept of Adult Education underwent significant changes. It was not only due to a variety of socio-economic and political development within India but also the overseas influences which played no less significant part. Under various bilateral and multilateral agreements, India received technical and financial support from a number of countries, viz, Denmark, America, Canada, Britain, Netherlands, Sweden, Germany and international organizations like the UNIESCO, UNDP, UNICEF and Commonwealth bodies for a variety of Adult Education programmes. While these international grants and links did have the way for the permeation of overseas ideas, it was the changing policies of the Government of India that seemed to have influenced the transformation of the concept of the adult education from the basic literacy into civic literacy by 1950's and further to functional literacy by 1960's. The introduction of the national Adult Education programme in 1978, the focus of Adult Education shifted to conscientization and development. The launching of the National Literacy Mission in 1988 and the subsequent emergence of total literacy campaigns in different
parts of India led to the emergence of the concept of development literacy, which included the components of self reliance in basic literacy and numeracy, social awareness, acquisition of relevant skills and imbibing the values of national integration, conservation of the environment and gender equity.

It may be argued that the concept of Adult Education in India has been considerably influenced by overseas ideas. If the paucity of resources within India may have opened the avenues for the overseas, it was the absence of a strong professional leadership and well articulated Adult Education philosophy that seem to have prepared a fertile ground for the germination of alien ideas in Indian soil. Yet at different points of time certain eminent Indians viz. S.R.Bhagawat, C. Rajagopalachari, Syed Mahmud, B.G. Kher, Shafiqur Rahman Kidwai, Mohan Sinha Mehta, Madhuri Shah, B.R. Patil, T.A. Koshy, S.C. Dutta, Durga Bai Deshmuch, V.K.R.V. Rao, Sohan Singh, Anil Bordia, Chitra Naik, N.G. Ranga, Malcom Adisheshiah, Lakshmidhar, M.P. Parameswaran have played an important role in the formulation and implementation of Adult Education programme in India. It has been observed that whenever such committed people were at the helm of affairs, there has been a remarkable progress and dynamism in the field of Adult Education. It
seems that the development of Indian Adult Education has been directly linked to the degree of interest shown by such Adult Education.

Live right and Haygood (1969) proposed that "adult education is the process whereby persons who no longer attend education is the process whereby persons who no longer attend school on a regular and full time basis undertake sequential and organised activities with a conscious intention of bringing about changes in information, knowledge, understanding or skill, appreciation and attitudes or for the purpose of identifying and solving personal or community problems."

Adult education broadly means education of adult. The concept of adulthood varies from country to country and inside a country from situation to situation. Sometimes, it is determined by the minimum age to quality for voting. In some countries, adult education programmes start from a particular age level e.g. the Adult Education programme of India starts from the age level of 15 years. There is no truth in the popular saying that what one does not learn as child, cannot learn as an adult. Rather, at the adult state, one has varied experiences, which help in making learning meaningful and related to life. Adult Education is
basically an education for the improvement of the adult and conducted only with his initiative.

The need for adult education evolved an unfolded itself with the realization of the fact that it is the key to the future and progress of mankind. While this is common with the world as such, a country like India, with all its manifestations of socio-economic and technical backwardness, has no other way but to take a serious view of the need for Adult Education and to implement it as a priority programme. The Adult Education programme in India aims at quipping the adult learners with skills of self-directed learning which would enable them self-reliant an play a significant role in transforming their environment and also reshaping the destiny of their country.

The Concept of Adult Education

The concept of Adult Education has been viewed and defined by many persons in different ways. This concept is generally applied to all those to all those programmes which aim at educating the adult the adult illiterates. Stressing this view, Nikhil Ranjan Ray describes Adult Education as "....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"\(^9\).

Liveright and Haygood also expressed similar views: "Adult Education is the process whereby persons, who no longer (or did not) attend school on a regular and full-time basis, undertake sequential and organised activities with a conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes, or for the purpose of identifying and solving personal or community problems\(^{10}\).

While United Nation Educational Social Cultural Organization (UNESCO) adopted a definition which can provide effort to worldwide development. According to them the term Adult Education denotes "the entire body of organised educational process, whatever, content, level and method, whether formal or otherwise, whether they prolong or replace initial education in school, colleges and universities as well as in apprenticeship; whereby persons regards as adult by the society to which they belong, develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitudes or behaviour in the two-fold perspective of full personal
development and participation in balance and independent social, economic and cultural development. Adult Education embraces all forms of education and experiences needed by meant women according to their varying interest, and requirements, at their differing levels of comprehension and ability, and in their changing roles and responsibilities throughout life.\textsuperscript{11}

REVIEW TO LITERATURE - PAST AND PRESENT:

Research is a continuous process. It is generally based on the previous studies. The work of the predecessors forms the foundation for the researchers who follow and review the previous results, channelises and motivates the efforts of the researcher in a desirable direction.

Research in the area of Adult Education is found to be grossly inadequate. In this connection Rogers (1971)\textsuperscript{12} observes that 'Research on Adult Education is pitifully thin in quantity and quality'. Similarly, Peers (1966)\textsuperscript{13} viewed that 'much more need to be known about learning'. Referring to the need for research in Adult Education, it is relevant to note that there are wide spread differences in research studies in this area.\textsuperscript{14}
R.S. Thiwari (1978) was the first among those who voiced this apprehensions regarding Adult Education Programme. In this connection he states that 'the existing Adult Education is too ambiguous in targets, conservative and unplanned in approach, optimistic in achievements, unrealistic in implementation and utopian in nature'.

J.D. Sharma (1981) made a review of the programme and expressed his view that 'all is not well with the programme'. He further viewed that initial thrust was being replaced by the lack of enthusiasm on the part of the people as well as mass media.

In a paper submitted by Sivadasan Pillai (1879) to the 32nd Annual Conference of the Indian Adult Education Association, he emphasised that delinking Adult Education Programme from development programmes is not conducive to the Adult Education movement. Therefore, he suggests the establishment of co-ordination committees at the State, District, Block and Panchayat levels so as to implement the rural development programmes and Adult Education Programme jointly.
A study, undertaken by Muthayya and Hemalatha (1981), examined the inter-relationship between programmes of Adult Education and Rural Development, motivation failures behind learners and functionaries.

Gomathimani (1980) conducted a sample study on the attitude of learners on Adult Education Programme and bought out interesting findings. According to him, majority of the learners (41%) expressed their attitude that education enhances knowledge, whereas only a few expressed that it is a means to secure employment (22.7%) or to face the problematic situations (20.5%).

In another study, Haragopal and Ravinder (1980) investigated the perception of the key functionaries about Adult Education Programme drawn from such categories as officials from the government, academicians and workers from various voluntary organisations. The responses indicated that people drafted to implement Adult Education did not possess suitable bent of mind, motivation and commitment.
Alan Rogers (1989) wrote a book entitled "Teaching Adults". He exhaustively discussed the basic concepts of Adult Education. Further, he emphasised that learning to be effective, the student must be fully involved in the learning process.

One of the books of Mohanty (1989), "Lifelong and Adult Education", pioneered the concept of lifelong education. He stressed the concept of life-long education because of its relevance to the present setup of society. He categorically stated that the term, education, should be more functional, relevant and recurrent. He opined that education bridges the past with the present and the future makes an individual learn continuously.

Rajakumari Chandra Sekhar (1982) made an effort and wrote a book entitled "Aspects of Adult Education". She laid stress on the need for Adult Education for national development. Again, she elaborately discussed the role of government, various voluntary organisations and educational institutions in catering to the adult illiterates. According to her, "every educated person an every educational agency has a sacred duty for the society and that is to spread education among the underprivileged".
Kundu (1986)²⁴ wrote a book entitled "Adult Education - Principles, Practice and Prospects". He discussed the Adult Education Programmes in India and abroad. The theme and content of Adult Education, learning process and teaching procedures, training and research at the national and international scenario figured in this book.

Dutta (1986)²⁵ made a humble attempt and wrote a book - "History of Adult Education in India". This book mainly dealt with Adult Education Programme from Pre-British period to the end of Fifth Five Year Plan. He gave an objective analysis of the continuous growth of Adult Education from ancient days.

Town Send Coles (1977)²⁶ in his book, "Adult Education in Developing Countries", recommended that educational strategies in the coming decade should have rapid development of Adult Education in school and out of school, as one of their priority objectives.

Sodhi and Multani,²⁷ brought out a book "Comparative Studies in Adult Education", wherein it is found that the importance of comparative studies in Adult Education. They argued that these studies
help individuals to obtain a heightened and deepened understanding of one's self and one's own culture.


NEED FOR THE STUDY

The elimination of illiteracy has been one of the major concerns of the government of India since independence. An ambitious Programme of social education was launched in the First Five Year Plan, which was later integrated with the Community Development Programme. Later, the Government of India launched the National Adult Education
Programme (NAEP) on October 2\textsuperscript{nd} 1978 and the Departments of education under the respective State Governments have taken up the programme. The main objective of this programme was to impart literacy and numeracy skills, raising functional competence and promoting social, political and economic awareness among illiterate adults in the age group of 15-35 years through a programme of adult education. The programme also envisaged to take up special care of illiterate females and members of minority community, Scheduled Castes and Tribes following within the prescribed age limit. The National Adult Education Programme constituted three important components viz. Literacy, Functionality and Awareness.

\textbf{MASS PROGRAMME OF FUNCTIONAL LITERACY}

The Government of India launched Mass Programme of Functional Literacy (MPFL) on May 1, 1986 with a view to eradicate literacy from the country as early as possible. According to the above mentioned programme it is anticipated that educated person would teach at least one illiterate adult voluntarily, thinking it as his/her moral duty. This programme was also termed as 'Each One- Teach One ' (EOTO). If
an educated person is enthusiastic and committed, he/she can cover up to five to ten illiterate adults under MPFL.

NATIONAL LITERACY MISSION

Out of six national missions (namely, immunization, literacy, drinking water, oil seed production, telecommunication and dairy) literacy mission is one. The National Literacy Mission (NLM) was inaugurated by the Prime Minister late Shri Rajiv Gandhi on May 5, 1988. The Prime Minister Shri Rajiv Gandhi appealed to all citizens of the country in general and educated community in particular to extend their active cooperation for undertaking literacy work as a national service in missionary spirit. It was planned by the Government of India that about eight crores of illiterate population in the age group of 15-35 years would be covered under Literacy and Adult Education Programme by 1995. Various strategies have been tried to wipeout illiteracy from the country under the NLM. But the feed back made it amply clear that the entire illiterate targeted population could not be covered by 1995 as planned. Therefore, efforts have been made to explore alternative strategies to achieve the cherished goal of removing illiteracy from the country at the earliest.
TOTAL LITERACY CAMPAIGN

Total Literacy Campaign (TLC) was initiated in Ernakulam District of Kerala State in January 1989. It proved a successful venture when more than 80 percent illiterate Adults of 15-35 years of age where declared illiterate in February, 1990. On achieving this historical success in Ernakulam District, the remaining Districts of Kerala State were also covered under TLC. According to 2001 population census, the literacy percentage of Kerala state is the highest in the country that is 90.92 percent. Out of these the percentage of male literacy is 94.2 and Female literacy is 87.86 percent. It is planned that about 345 Districts of the country would be covered by the end of Eighth Five Year Plan. There where about 559 Districts out of 588 Districts in the country where TLC was in progress till today.

The National Literacy Mission approved in the project on 28th May., 1994 and the project was formally launched on 1st June., 1994 and continued up to 15th April., 1997 in Anantapur District of Andhra pradesh State. The Total Literacy Campaign is Known as "Anantha Akshara Vijayam". The success of the Total Literacy Campaign depends on effective training programmes. Training programmes were organised
at three levels that is District, Mandal and Panchayath levels. Each training programme contains the duration of TEN days.

**STRENGTHS OF TOTAL LITERACY CAMPAIGN IN ANANTAPUR DISTRICT**

- Dedication and commitment of project officers.
- Strong media support such as Press/AIR/TV
- Personal involvement of Deputy Director, and Supervisors of Total Literacy Campaign
- Kalajatas and Singers groups and their involvement.
- Network of Anganwadi and Non-Formal Education Centres
- Linkage with rural development programmes, such as 'Janmabhoomi' Programme.

**COMPONENTS OF TOTAL LITERACY CAMPAIGN**

There are Five components of TLC They are as follows:

1. Area based
2. Time bound
3. Cost related
4. Result oriented and
5. Volunteer based
Thus, it is seen that all the objectives of NAEP, MPFL and TLC have strong potential of bringing about social, economic, political and intellectual change and make the adult learners modernized.

The Government of Andhra Pradesh has also identified the dreadful social evil of illiteracy and its consequent negative impacts on the programmes of social, economic and political developments. It also realized the need for liberating the masses in the State in order to bring them to the main stream of social development. Huge amounts are being spent in all the districts with organizational network and personnel of its own to spread literacy to every adult citizen in the state. Andhra Pradesh, being 5th largest state in India, is having the largest population of total literacy with her literacy rate of 61.11% and also started literacy projects in all its 23 districts and all districts are now in the post literacy stage. In addition, some districts have sanctioned continuing education projects. Thus, the district of Anantapur, which is a most backward area in Rayalaseema Region of Andhra Pradesh, is also brought in to the fold of National Adult Education Programme and much money is being spent in the district. Various agencies like District Administration. Sri Krishnadevaraya University and various other voluntary organizations in the district have been involved in the major and noble task of literacy drive.
PROBLEM

The Adult Education Programme received prime importance and it was launched by the Government with some avowed objectives of literacy, functionalism and awareness by spending crores of rupees for the execution of the Programme in Anantapur District. But there is a severe criticism and huge cry at various levels and at various quarters about the implementation and effectiveness of the Programme and its impact on various groups of adults in the district. In the context, the present study is undertaken to review and find out the problems in organisation and working of Adult Education Programme in Anantapur District.

SCOPE OF THE STUDY

The present study tries to explain the importance of Adult Education Programme in India and Andhra Pradesh in general and Anantapur District in particular. Besides studying the basic components of the Programme, the present study describes the organizational and administrative structure of the programme, performance of the Government Departments in the execution of the programme and finally to evaluate the impact of Adult Education Programmes on the Adult Learners in the district.
OBJECTIVES OF THE STUDY

The following are the objectives of the present study:

1. To trace the historical importance of Adult Education programmes in India.

2. To review the Adult Education programmes being implemented in Andhra Pradesh.

3. To describe the organisational structure of Adult Education Programmes in Anantapur District.

4. To discuss the functioning of Government Departments and NGOs in Anantapur District in the implementation of Adult Education Programme.

5. To assess the impact of Adult Education Programmes on the social transformation and awareness of adult learners in Anantapur District.

6. To investigate the problem areas in the administration of Adult Education Programmes and to suggest suitable remedies to overcome the same.

HYPOTHESES OF THE STUDY:

The present study tested the following hypotheses:
1. The Adult Education Programme did not bring any social
   transformation among Adult Learners.
2. The Adult Education Programme did not create awareness about the
   importance of Education among Adult Learners
3. The Adult Education Programme did not improve the Literacy rates
   in Anantapur District.

METHODOLOGY

The present study is based on both primary and secondary data. The primary data is collected by means of field survey for empirical analysis. A well structured questionnaire was prepared and administered to the learners as well as to the instructors in order to assess the impact of Adult Education Programmes on learners. Personal interviews were conducted with the officials, instructors and supervisors to know about the various aspects of the Programme in the district. Discussions were also held with the project officers of Adult Education Programme in Anantapur District. Personal visits were also held to various Adult Education centres in the District, to observe the functioning of centres.

The secondary data was collected from the primary records of the office of Zilla Saksharatha Samithi, Adult Education Centres in the
district, District Resource Centre, and other Government institutions and Non-Government organisations. The data was also collected from the office of the District Planning Officer and the office of the Deputy Director of Adult Education, Anantapur. Various books and journals have been consulted for literature collection relevant to the present study. Finally, National and Regional Newspapers, Brochures, Pamphlets and other published and unpublished literature on the subject was also made use of. The simple statistical tools such as percentages, averages and graphs have been used to analyse the data collected from various sources.

CHAPTER OUTLINE:

The present thesis has been organised in to Eight Chapters The First Chapter introduction of problem of the present study and provides the review of Literature, need for the study and its objectives and hypotheses. The Second Chapter discusses the importance and role of Adult Education Programmes in a developing country like India. The role and importance of Adult Education Programmes in Andhra Pradesh is explained in the Third Chapter. The organisational structure of Adult Education Programmes in Anantapur District is reviewed in the Fourth Chapter.
The impact of Adult Education Programmes on the Adult learners are estimated in Chapter Five and the perceptions of non-learners towards adult education programmes in Anantapur District have analysed in the Sixth Chapter. The problems in the administration and functioning of Adult Education Programmes in Anantapur District have been elicited in the Seventh Chapter. The last and final Chapter provides summary of Research findings and suggestions to overcome the problems in the implementations of Adult Education Programmes.
REFERENCES


7. Ibid.


