CHAPTER-II
REVIEW OF RELATED LITERATURE
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"Our ancient scriptures define education as that which liberates, that provided the instruments for liberation from ignorance and oppression. In the modern world, it could naturally include the ability to read and write, since that is the main instrument of learning. Hence the crucial importance of adult education, including adult literacy"\(^{31}\)

The scope of adult education was very wide, depending largely on the stage of development of a particular country or community. Our country, India, had experimented with various forms of adult education right from the teaching of 3 R's to the University level. In this regard the Education Commission of 1964-66 had also stated that "the scope of adult education is wide as life itself\(^{32}\).

In India the long-range goal of educational planning was to make available diverse networks of facilities and programmes of education, combining both the formal and non formal modes of learning. It was to enable all citizens to acquire literacy, numeracy, computational skills, basic understanding of the surrounding world and functional skills of relevance to daily life and local environment.

Another significant dimension of adult education in the country was the emphasis in our planning efforts to ensure provision of relevant educational activities particularly to the economically, socially and educationally disadvantaged sections of society. This was quite in conformity with that the Father of the Nation, Mahatma Gandhi proposed many years ago that 'education should be so revolutionized as to answer to the wants of the poorest villager'\(^{33}\).

Illiteracy and poverty were the twin problems in most of the developing countries. Development could not be achieved by extending more subsidies, aid or charity. Development inputs would pay the expected results only when the people had a minimum level of education, their existing status, opportunities for growth, resources and rate of utilizing these resources in a way suitable to their physical, social and economic development.

In view of the importance of education and the need for developing the countries, the policy of adult education had been integrated with the total development strategy of India. Since Independence many efforts had been made for eradication of illiteracy by implementing various programmes in India. These programmes were given different names such as Night school programmes, Jail Education, Social Education Programmes, Farmers Functional Literacy Programme etcetera. The objectives of these programmes were concerned with adult education in general and promotion of literacy, awareness and functionality in particular among adult population.

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Three important development in this field were concept of social education which included literacy but went beyond it to emphasize the socialization of adult and covered education in citizenship, health, understanding of science applied to everyday life, acquisition of information and skills that would improve vocational and skills that would improve vocational efficiency, cultivation of good habits and participation in culture and recreation programmes. This wider concept would really make a powerful set on social change if it could be developed on a large scale to cover the entire population. The inclusion of teaching, training and research in the adult education programme of the University, the existence and introduction of Extension and Field outreach activities which became the Third Dimension on the University system of teaching and research contributed in widening the concept and made it more meaningful. The conceptual changes ranged from imparting education with a basic knowledge of literacy to the age group of 15-35 to life long learning made the scope of adult education wider.

In making this tremendous development including the conceptual changes efforts had been made from various angles. The efforts and contributions made in the form of literature need to be reviewed in updating the knowledge and in acquisition of more information and resources.

In this regard, the Education Commission of 1964 had also taken up the problem of adult education seriously. It also dealt with the scope of adult education, liquidation of illiteracy, continuing education, correspondence
courses, libraries, role of Universities and organization and administration while dealing with liquidation of illiteracy. It also pointed out the need for action, the target, the concept of literacy programmes for arresting the growth of illiteracy, the strategies, the selective, approach, the mass approach, the functioning of the school, conditions necessary for the literacy programme, literacy for women, role of radio, television and audiovisual and follow up programmes. While dealing with continuing education the report emphasized significance of general recommendation of education of social works, special programmes and institution. While dealing with the role of Universities, the report emphasized the significance of the programmes, administration and finance.

Education Commission of 1964 had also taken the problem of Health Services and pointed out the neglected health services for students. Survey of health by the Education Commission to different Universities revealed that few of them had conducted any health surveys of their students and not many had organized.

The National Policy on Education 1986 and the National Policy on Education 1991-92 also emphasized the importance of Adult Education Association which was founded in 1939 with the aim to improve the quality of life through education. It also visualized adult education as continuous and life long process of education. The Association directed its efforts towards acceleration of adult education as a process, a programme and a movement.

The 1991 and 1992 policy on education which was considered a replica of 1986 policy except a few changes here and there also emphasized on the importance of Adult Education Programmes. It also emphasized that adult education would be accompanied by a wide range of measures relating to health, nutrition, housing and employment needs. They were to address themselves to issues of fundamental rights, laws, secularism and democracy. After creating awareness in respect of these essential needs and issues the adult learners himself were expected to ask for adult literacy as a felt need.\textsuperscript{35}

Education had been a process of human development and empowerment in achieving better and high quality of life. The awareness to basic health care education, availability of simple cost effective remedies including reproductive health care services had been an important phenomenon not only to the illiterates but also to the neoliterate and literates. This became more pertinent when growing consumption of tobacco, alcohol and drugs precipitated a marked increase in mostly chronic diseases among working age and elderly people.

The importance of adult education under the umbrella of Extension reached to such an extent that the University Grant Commission in their Policy Frame on Higher Education recognized it as the Third Dimension of the Institution of Higher Education in addition to the earlier two fold dimension of Teaching and Research.

\textsuperscript{35} Aggarwal, J.C.: Education Policy in India (1992); Shipra Publications, Delhi 1992 P. 84.
In the modern period, education had to be identified with organized preparation of the young in schools and colleges for both their personal development and their subsequent social and economic roles in society. It became obvious that to deny oneself of late adult education was to deny oneself of a great part of education which was meaningful only to the experienced men and women.

In brief, the term adult education could thus be defined as the organized premise on all facilities to enable man and woman to enlarge and interpret their experiences as adults. Such facilities might be provided to different places and at different times by the voluntary actions and independent agencies, states and municipal authorities and by commercial enterprises. Under adult education the scope for vocational, technical and professional competence; health, welfare and family living; civic, political and community; "self fulfillment" and remedial education, fundamental and literacy education could be explored.

Amongst all these items the investigator desired to study on health education and health care awareness provided to the neo-literates of the twelve (12) villages which had been adopted for Total Literacy Campaign (TLC) by the Department of Adult Continuing Education and Extension (ACEE), Manipur University. The investigator also desired to study on the aspect, extent of health awareness and needs of health education which had been imparted to the neo-literates.

The reason for taking up health education and health awareness programme was because of the fact that "Health is a state of complete physical, mental, and social well being, and not merely the absence of disease or infirmity" as defined by the World Health Organization. In order to have a mentally healthful and educational environment, one would not be concerned merely with providing the proper physical facilities\textsuperscript{37}.

The Department of Adult continuing Education and Extension, Manipur University had been implementing health awareness programmes including safe drinking water, preservation of nutritive food, health and hygiene, free medical camp, health care of pregnant mothers, HIV/AIDS and its preventive measures in the form of training programme, awareness campaign and lecture cum demonstration in collaboration with various agencies like the Indian Council of Agriculture Research and Institute, Manipur Branch; Family Planning Association of India, Manipur Branch; Food and Nutrition Extension unit of the Ministry of Human Resources, Manipur Branch; Primary Health Centre Bishnupur district; Medical experts from RIMS (Regional Institute of Medical Science), Lamphel, (Directorate of Health of the Government of Manipur, Lamphel; Home Scientists of Government colleges of Manipur, Public Health Engineering Department of Bishnupur Districts, Narcotic cell Bureau, Manipur Branch; Health Centre of Manipur University\textsuperscript{38}, etc.

These programmes had been implemented by the Department since 1992 in the University campus and to the neoliterates of the adopted villages

\textsuperscript{37} Agarwal Omprakash : Perspective in Health Education ; Cyber Tech Publications, 2006, P.1.

\textsuperscript{38} Source : Department of Adult Continuing Education and Extension, Manipur University, Canchipur.
of Imphal West and Bishnupur Districts of Manipur. The villages were Leimapokpam, Leimapokpam Khunpham, Maibam Kairen, Laurembam, Pukhrabam, Kakyai, Sanjenbam, Wahengkhuman and Terapokpi of Bishnupur Districts and Langthabal Chingkha, Langthabal Chingthak, Langthabal Khoupum of Imphal West district of Manipur. The Department had also implemented these programme to the other villages under Centre and Area Based Approach Programmes. However, for purpose of convenience the investigator had taken up only the twelve (12) TLC adopted villages of Manipur.

Concentrating on the aspect and importance of health education, as one of the programmes of continuing and extension education or rather post literacy programme implemented to the neoliterate the investigator desired to review the related literature as it would provide up to date information resources and knowledge.

According to Pati S.P. in his book entitled “Adult Education” stated that study of related literature implied location, reading and evaluation; report of research as well as reports of casual observation. He had given important reasons for the need of reviewing the related literature in any study.  

Review of the related literature, according to S.P. Pati was the basis of most of the research project in the physical science, Natural Sciences and Humanities. Reviewing the related literature had given the scholar an

understanding of the precious work that had been done. Further, the result of
the review actually provided the data used in the research. And, it enabled the
investigator to know the means of getting to the frontier in the field of the
concerned problem. Unless we learn what others have done and what still
remained to be done in the problem area it would be difficult to develop a
research project that would contribute not only in furthering knowledge but
also in solving the problems of the concerned study.

In other words, a review of the related literature would contribute in
developing a framework of mind of the problem and give an insight to the
investigator. The information thus gained would save the researcher much
time. Moreover, the importance of the review was quite obvious in delimiting
the research problem and in defining it better. In the process of reviewing the
literature the investigator was on the alert for finding out research approaches
in the problem area that have proved to be sterile. And, the reviewing of the
related literature provided with an opportunity of gaining insight into the
methods, measures, subject and approaches employed by other research
workers. This in turn would lead to significant improvement of our research
design. And, a careful consideration of the chapter entitled “Recommendation
for further research in various research studies” guides us regarding the
suitability of a problem and in assisting the investigator in delimiting the
research problem.
As such, the investigator made an attempt to review the following relevant literature of the present study:

Adinarayan, P. Reddy in his book entitled “Adult Education Role of Volunteers” classified chapters on role and function of volunteers with introductory remarks; profile of the working volunteers; problem of the volunteers and factors relating to the problem of the volunteers. Influence of the problems of the volunteers on their performance, role of mass media on the problem and performance of the volunteers, relationship within problems and performance of the volunteers were also dealt with summary and conclusion. The success of the literacy programme largely depend on volunteer and the actual doer of literacy work at community level were also included. The book had highlighted the problems and performance of the volunteers working in literacy in 100 day programme. It would be a source of material for the researchers, teachers and students. The books covered, 163 pages.

Agarwal, S.P., Mithilesh Gupta, Sherwani, M.W.K. and Usmani Meena in their book entitled Development of Adult, Continuing and Non-Formal Education in India had given a comprehensive view of the development of Adult, Continuing and Non-Formal Education in India. It attempted to provide information on almost all aspects of adult education. Besides defining the terms of adult, continuing and non-formal education it traced the historical development. The second chapter was concerned with the National Policy on

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adults education as formulated by the Central Government from time to time. The third chapter dealt with planning of adult education through Five Year Plan (from first to ninth plan). The fourth and fifth chapters were devoted to the recommendations of the committees, working groups and proceedings of the Central Advisory Board and major recommendations made by Conferences on Education respectively. The other chapters (sixth to eight) dealt with the National Adult Education Programme (1978), the role of the Universities and colleges in the development of the programme, importance of research, evaluation and monitoring in this field. The ninth chapter highlights the role of adult education in achievement with statistics on adult continuing and non-formal education. The book provided up to date information and modality of implementing the programmes. The book would be useful for students, researchers and those interested in the field of adult education.

Ageila, Isi Herminia Gabbes (1996) on “Encyclopedia of Health Education for the family” consisted of a series of four volumes. It pointed out on causes and prevention of Sexually Transmitted diseases (STD) called venereal diseases. It emphasized on how STD is transmitted and about Acquire Immuno Deficiency syndrome (AIDs). It gave awareness about parental education so that it would have its principal goal, the achievement of a better life for all people today and tomorrow. The book would be useful for the future researchers.

42. Ageila, Isi Herminia Gabbes: Encyclopedia of Health Education for the Family; Safeliz S.I. Aravaca, 2840 Madrid, Spain, 1996.
Another publication by Editorial Safeliz S.L. Aravaca/2840 Madrid/Spain, by Isi Aguilá, Herminia Galbes on “Encyclopedia of Health and Education for Family”\footnote{Encyclopedia of Health Education for the Family: Op. Cit.}, pointed out how smoking women would affect to the new born baby and the prenatal death rate which was found higher than the non smoking mothers. Effect of alcohol, substandard diet, addiction to drugs etcetra during the period of pregnancy resulted to various health hazards.

It also pointed out the prevention and treatment of vomiting, diarrhea, tuberculosis and whooping cough and about symptom of intestinal parasitism which may be due to self contamination. Child scratching when collecting the eggs under the nails and if he had not washed before meals ingest the eggs together with food; tetanus, influenza, chicken pox, measles, tropical diseases required hygienic handling and preventive treatment and observation could be emphasised.

Ansari, N.A. in his “Adult Education in India” dealt with the concept of adult education, its scope and significance. It dealt with some significant programmes undertaken in the post by Bombay Adult Education Committee, Department of Adult Education in Jamia Milia. It also dealt with programmes organized through polyvalent Adult Education, Shramik Vidyapeeth, Gram Sikshan Mohim, Gram Gourava Samarambhab etc. The book also dealt with the problem of educating adult women folk of rural India. It listed six field areas like health and hygiene, food and nutrition, home management and
child care, civic education, vocational and occupational, skill and poultry keeping which needed special emphasis on educating the adult rural women.


David Werner’s "Where there is no Doctor" a village health care handbook, first edition, 1977 and fifth edition 1986 pointed the needs of health where there was no doctor and how village health worker could help. The book had shown how first aid should be given to the sick persons who suffered from lack of nutrition and how to avoid many sicknesses. The book would be useful not only in rural areas but also to all people, the young learners and researchers.

The book consisted of informations relating to health, home cure and popular believers, sickness that are often confused, how to examine a sick

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person, how to take care a sick person, healing without medicine, right and wrong use of modern medicines, antibiotic: what they are and how to use them, how to measure and give medicine, instruction and precaution for injection, first aid, nutrition: what to eat to be healthy, prevention, how to avoid many sickness, some very common sickness, serious illness that need special medical attention, skins problems, the eyes, the teeth, gums and mouth, the urinary track and genital, information for mothers and mid wifer, family planning – having the number of children, health and sickness of older people, the medicine kit, the green pages- the uses, dosage and uses for medicines, vocabulary – explaining difficult words, addresses for teaching materials etc.\textsuperscript{46} The book would be useful not only for the health educator and adult education volunteers, research scholars and teachers but also the common people. Therefore, it was suggested for availability of revised edition.

Dutta, S.C. in his “History of Adult Education in India”\textsuperscript{47} discussed Adult Education in Pre-British period, that is from 1937-1950. It discussed on the problems of adult education during the first plan to fifth plan. The book supplied information about the growth of adult education in India starting from the pre-British period and its various developments during the plan period. It also mentioned on the role of Universities in promotion of adult education and also provided information on the role of Indian Adult Education Association. The book contained 166 pages. It was an Indian Adult Education Association on Publication, Published in 1986. The book if it could incorporate the other plan periods, through revision, would be an excellent one for future generation.

\textsuperscript{46} David Werner : Where there is no Doctor; The hesperian Foundation, USA, 1978. 
Gopinadhan, P. Pillai and Rekha, S.S. described the Literacy Campaign of Kerala in their book entitled “Continuing Education: the Kerala Experiment”\(^4\)\(^8\). The book was a micro level research study based on empirical data collected from field level coordinator and other functionaries of the Continuing Education programme in Kerala. The book contained six chapters including Adult Education in India, NLM (National Literacy), TLC (Total Literacy Campaign), PL (Post Literacy)/CE (Continuing Education), Literacy Campaign and continuing Education Programme in Kerala needed an objective with methodology, related studies, analysis, funding and suggestions for effective implementation of Continuing Education Programme in the light of Kerala experiment. The book would be useful for both practical and theoretical information to District Literacy Council, NGO’s, students-teachers, policy maker’s and administrators of Universities/Government Department involved in Continuing Education Programme in India and abroad.

Govindappa, K. “Adult Education on Impact of National Literacy Mission”\(^4\)\(^9\) 1998 discussed about the adult education in India and most significantly about the impact of social awareness on ill health, cause of ill health, social awareness on poverty, social awareness on environment degradation, social awareness on national integration. The book provided information particularly on health and poverty. It would be useful for the students and researchers.

Gupta, D.K.’s “Health Education for Children”\(^5\)\(^0\) consisted of fourteen chapter’s including importance of health education, body care, play and child

\(^4\)\(^8\). Gopinadhan P. Pillai: Continuing Education, the Kerala Experiment; The Associated Publishers, 1997.


development, physical fitness, games exercise and postures, learning and behaviour, mental retardation, the use and abuse of Tobacco Alcohol, drug abuse, first aid nutrition, evaluation and the total curriculum. The author took the problem as a project to get information from parent, teachers and students of various age groups. The book would be useful for the students, Research Scholars, teachers and common people in general.

Indian Adult Association’s on “University Adult Education”51 with a forward by Mohan Sinha Mehta and edited by Friesen, J.K and Dutta, S.C. The book was a compilation of the conference papers held at Bhopal in July 5 to 8, 1965. It consisted of papers like Universities and social responsibilities by K.G. Saiyidain, J.K Fiesen’s Experiences and Achievements in University Extension Abroad. Jones A Draper’s Discovering Educational Needs of the community; J.C. Mathur’s Continuing Education in the Profession, M.V. Mathur’s Continuing education in the Professions, Continuing Education in Agriculture of K.C. Naik, Continuing Education in Teaching of A.C. Deva Gowda, Liberal Education and the Universities of Sohan Singh, Evening Colleges of V.V. John, correspondence courses of N.K. Pant and Professions Adult Education as a Discipline of J.K. Friesen. The book had pointed out about history and the importance of University of Adult Education, in India. The book contained only 81 pages and was published in 1965 with its revision in 1985. The book would be source of material for the researchers and also it would provide information to the teachers, students, administrators etc. The present study suggested for its revised publication.

Jacques Delors in his "Learning: the Treasure Within"\textsuperscript{52} included education the necessary etopia, from the local community to a world society from economic growth to human development, the four pillar of education, learning throughout life, from basic education to University, teachers in search of new perspective, choice for education, the political factor and International cooperation: education the global village. The book provided very logical comprehensive and up to information. It would be useful for the researchers, teachers, students and academicians.

Kundu’s C.L. book entitled “Adult Education Principles, Practices and Prospects”\textsuperscript{53} contained 209 pages. The book published in 1986 by Sterling publishers consisted of three parts. Part one dealt with concepts and contents, part two dealt with the learning process and teaching procedures and part three dealt with the training and researches. The book also dealt with adult education not only in India but also in abroad. It also dealt with theories, motivational factors, psychological factors, types of learning, use of mass - communication, evaluational process etc. The research areas and the research needs were also identified in the book. The book was prescribed as one of the text books in some Universities including Manipur University. It provided information, techniques etc. and would serve as a source of materials for the researchers.

Lowrence Corrnès’s book entitled “Adult Education for Social Development”\textsuperscript{54} published in Himalaya Publishing House consisted of

\textsuperscript{52} Jacques Delor: Learning the treasure within; report to UNESCO of the International Commission on Education for the 21st Century, UNESCO 1996.


Data Analysis including village profiles, Process of adult education programme, Social economic educational and demographic characteristic of sample learners and impact of adult education programme on learners. The book reflected that adult education as an attempt towards bringing the illiterate poor out of the culture of silence and preparing them to participate in the democratic process of development.

The book was based on the extensive field work in two villages of Nalgonda districts in Andhra Pradesh from 1988 to 1994. It proposed that Adult Education Programme in making it successful it would be a part of the process of social structural transformation, a process that could bring equity and justice through social development. The book contained 234 pages and published in 1995. The revised publication of the book was suggested. The book could be a source of materials for the researchers.

Malcolm Knowles: "The Adult Learner- the Neglected Species"[^55] highlighted on a theory of Adult learning: Andragogy, theories of teaching, a differential psychology of the adult potential and from teacher to facilitator of learning. The book provided lot of materials as contribution by various educationist and philosopher with a basic background on Andragogical theory of learning. It would be useful for the teachers, student, researchers and common people in general.

Mangoljao Singh, Th.'s "Western Education in Manipur"[^56] having three volumes was a contribution to the field of education. It recorded properly of

how adult education came into existence in Manipur. It also referred to how education was started and its process of development in Manipur was clearly noted with facts and figures. The three volumes of the book could have been circulated widely if it was translated into English and revised the publications. The book would be a source of material and information to the researchers, students, educationists, teachers and the people in general.

Mani Gomathi in his book "Adult Learning Theory and Practice"\textsuperscript{57} was published by Sterling Publisher Private Limited, New Delhi in 1994. The book was organized into two parts. Part one contained twelve chapters. It traced the basic process of adult education, theories and principles in the androgogical spirit of helping adult to learn, in contrast to the pedagogical approach of how to teach adults. Part two; dealt with method of adult education and was divided into five categories: Expository (Lectures and Demonstrations), Exploratory (Discussion method, Project, Visits, Exhibitions and Case Studies), Experimental (practice, trail and error and exercises); Evaluation (test, questions and quizzes) and Participatory (group discussion, buzz groups, role play and simulation). Methods of teaching literacy were classified into three main groups: synthetic, analytic and analytico-synthetic. Depending on the age, sex, occupation, educational level, needs and interests of adult learners, appropriate methods could be chosen. The book contained 228 pages and would provide a lot of information to the future researchers.

\textsuperscript{57} Mani Gomathi: Adult Learning Theory and Practice; Sterling Publisher Pvt. Ltd, New Delhi 1994.
Ministry of Health and Family Planning published a Report of the Group on Medical Education and Support Manpower entitled "Health Services and Medical Education" - a Programme for Immediate Action\(^5^8\) which was considered as one of the alternatives in Development in Health Education in 1975. It was revised in 1976. It was an Indian Council of Social Science Research Publication. It was a composition of the Medical experts report consisting its introductory background of health services for India; a tentative framework, major programmes immediate action, health services and personnel in the community, from the community to the primary health centre, the referral services complex, the establishment of Medical and Health Education Commission. The report containing 56 pages had highlighted on environmental sanitation, growth and development, nutrition and nutritional programme, Health Education, Family Planning and Population, School Health, Continuing Education etcetera. It was a good report and would be useful not only for the neo-literates but for the villagers, teachers and researchers.

Mohanty Jaganath’s "Adult and Non-Formal Education"\(^5^9\) was published in 1995 by Deep and Deep Publication, New Delhi. It consisted of "Department of Adult Education in India-Its importance for the success of the Democracy". Its management strategies and methodologies, learning society, literacy and development, Adult literacy campaign in Britain, Communication Media and materials, Life long Education. Methods and techniques of teaching adults, distance learning system, area development approach, educational broadcasting.

\(^{58}\) Ministry of Health and Family Planning, Government of India; Health Services and Medical Education, 1975.

Open University, evaluation and research in adult education, Paula Friere and Binode Kanungo. The book would be useful to the teachers, research scholars, educationists, administrators and students.

Omprakas Aggarwal’s “Perspective in Health Education”\textsuperscript{60} included health education trends curriculum construction in health education, training for teachers, nutrition, planning in health education and role of teacher in health education, basic infrastructure in health education, health education to teenager, International perspective and cross-cultural strategies. The book would be useful for researchers, teachers, students and common people in general.

Pathak, C.K. in his Adult Education-Millennium Challenges\textsuperscript{61} described the challenges of Adult Education in the New Millennium, the roles the adult had to play in their life and learning to cope with them as they arise. It also emphasized on gearing up adult education agencies in marketing and instructional activities to cater for the different needs of adult education which began at birth and continued through out life. It further mentioned that education was constraint and on going which developed manpower the poor masses to become self-reliant enough to participate in the process of national development. The book which was published recently by the Rajat Publications in 2003 would be useful to the post graduate students teachers and researchers.

\textsuperscript{60} Omprakash Aggarwal: Perspective in Health Education; Cyber Tech Publication, New Delhi, 2006.

Facet of Adult and Continuing Education by Paratharathy, K. consisted of six facets. The first facet was on Literacy and Development including extension in higher education, total literacy and development, development packages through adult literacy, adult education studies at Bharathidasan University and Adult Education and five Year Plan. Facet two consisted of Entrepreneurship development containing at Bharathidasan University and Entrepreneurship for women. Facet three was for rural development. It contained rural development and five year plan, impact of IAY housing scheme and micro finance and self help groups. Facet four contained tribal developments, it included tribal development and five year plans and health and nutritional practices of Tribal women. Facet five was on health and nutrition containing health and nutrition and five year plans, health care through medical plants and health and hygienic behaviour of urban women. Facet six contained environmental management, including environmental health and five year plans and environmental sanitation.

The book being published in 2006 would be useful for University, Colleges, Research Institute, Academicians, Adult Education Functionaries, Government Official and Policy makers, Extension Education Department, Extension Functionaries and Students community. The topics in the book had been written in a very simple language to enable easy comprehension by all the health workers it was written in much applied fashion relating to theory with practice with appropriate illustration and examples from daily life situation. The book would be handy and useful not only to those under going the courses but also to all personnel engaged in the provision of health services.

Pati Sura Prasad's, "Adult Education"\textsuperscript{63} was based on a research study. The information given in the book would be helpful to researchers, educationists planners and administrators working in the field of adult education. It consisted of materials on development and progress of adult education from time immemorial till independence and also the different plan periods. Description had also been given about different research studies conducted in the field. The book had shown the life of the actual reading needs and interest of adult neo-literates living in different areas. It consisted of 332 pages and was published in 1989 by Ashish Publishing House. The present study suggested for publication of revised edition.

Rahi, A.L.'s, "Adult Education International Perspective"\textsuperscript{64} was classified into four parts. It was a compilation of articles submitted by individuals, part one consisted of 11 articles, Part two consisted of eight articles, part three consisted of five articles and part four consisted of eleven articles. The book presented a broad spectrum of adult education programme being implemented by developing and developed countries of the world for the eradication of illiteracy. It outlined the key role adult educators must play to ameliorate the lot of illiterate masses and to develop among them skills and social habits conducive to enrichment of human personality. It was a treasure of collective wisdom. The book would be useful for the teachers, research scholars and students as also for the administrators, policy planners and managers of the adult education programme in developing countries.

Salamatullah and Satya Deo Bareth’s “Adult Education Research in India- A Study”\textsuperscript{65} published by Indian Adult Education Association, New Delhi in 1984 covered its introductory background, concept, review of research studies in adult education, overview of research in adult education towards a future and summary of finding and recommendations. The book provided important information and source of materials for the researches. It was therefore suggested for the revision. It would provide up to date information to the young learners and researchers.

Saxena, J.C. and Sachdeva, J.L.’s. book “Role of Adult Education and Mass Media for Civic Education”\textsuperscript{66} published by the Indian Adult Education was a collection of seminar papers of a five day Asian Pacific seminar jointly sponsored by UNESCO – ROEEP, Asian South Pacific Bureau of Adult Education (ASPBBAE) and the Indian Adult Education Association (IAEA) in New Delhi in September 1985 with financial assistance provided by UNESCO.

The book contained the objectives that official and non – official agency, corporate bodies and educational institutions joined hands to promote civic education among the people. It stated that right without concomitant duties and obligations could lead to chaos. The book emphasized civic education which had great role in making the people aware of their civic rights and responsibilities and improvement of the quality of life and standard of living of all the people. It also emphasized that the exploitations and inequalities were mainly to this ignorance in general and lack of civic

\textsuperscript{65} Salamatullah and Satya Deo Bareth: Adult Education Research in India - A Study, Indian Adult Education Association, New Delhi, 1984.

awareness in particular. The book covered the keynote address in the form of introduction. The book would be useful for future researchers.

The book was a compilation of various write-ups on adult education by different writers. It contained S. C. Dutta's "Adult Education for the year 2000, Challenges and Prospects", J.S. Yadava's Role of Adult Education in Adult and Civic Education: Some observation", B.B. Mohanty's "Electronic Media for Adult Education" and S.K. Tutija's "Role of Mass Media for Adult Education in India; A statistical paper". Since the book was a compilation of the papers submitted by renowned resource persons in the field of adult education, it would serve as a source of material for the young learners and researchers. The investigator therefore suggested for revised publications so that up to date information could be provided.

Shah, S.Y. in his book "Each One Teach One" of the Laubach's Materials and Methods published by Indian Adult Education Association in 1991 was an unexpected outcome of a major study of the International linkage of Indian Adult Education. The book was classified into four parts. The first part dealt with introduction which included about the study and Frank Laubach's Development of Adult Education in India. The second part dealt with Laubach's vision of literacy which included universal literacy; covered blessings at discussion with Mahatma Gandhi, literacy for peace, literacy and culture and literacy and scientific farming.

Part four of the book dealt with Laubach's literacy mission to India. The first phase was from 1935 to 47, the second phase was from 1948 to 55, the third phase was from 1956 to 70, and part four dealt with Laubach’s methods and materials. It consisted of the mind of illiterate adult, how to treat the adult illiterate, basic word lists, how to teach (each one teach one) and Laubach materials and methods.

This book made an indepth study of Laubach’s collection on India revealing its richness in terms of the variety materials on Indian society. It stressed adult education, culture, religion, Indo-American relation, perception of America about India. The book contained techniques, methods and systems of teaching the illiterates. It could be a source of materials for the learners and researchers. The book contained 112 pages.


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Sharma, S.R.'s book entitled "World Adult Education"\(^69\) published by Omsons publications, New Delhi in 2001. The book dealt with developed and the developing countries where there had been growing realization of the need and importance of education for the adults. The book dealt with adult education, international dimensions of adult education, organized international programmes, adult education in America, adult education in Germany, adult education in developing countries. The book contained 339 pages and would be useful for the future researchers.

Sodhi, T.S. and Multani, N.S.'s book entitled 'Comparative study in Adult Education'\(^70\) covered comparatively an area of adult education which was fast coming up as an independent discipline in developing machine of the world. The book was a piece of an attempt mode to looking into the adult education programme of some countries like USA, UK, USSR, China, Kenya, India and Denmark. The book would be useful to the students, teachers and the researchers. It contained 356 pages and was published in 1989 by Associate publishers Ambla Cantt. The present study suggested for revised publication.

The Confenita Hamburg 1997 on Health Education for Adult- Health promotion and health education for adults contained a series of 29 booklet's documenting workshops held at the 5\(^{th}\) International Conference was confined to Adult learning in the context of environment health and population. The emphasis was on "Health For All"\(^71\). It consisted of the social aspect of health,

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\(^71\) Fifth International Conference on Adult Education: Confenita Hamburg; Health Promotion and Health Education for Adult, 1997.
health promotion, health education and adult learning, health as a basic human right, health literacy projects for adults and a new health policy. This booklets would be useful for researchers.

Vandana Chakrabarti’s “Life Long Learning”\textsuperscript{72} was a recent publication published by ASPVAEA in 2004. The book content life long learning through praxis, weaving the strands of education, innovation in life long learning, capacity building for rural development, innovation and experiment if life long learning education of tribals and life long learning with an introductory note from the author. The book in one sense was a compilation of articles submitted by a group of persons who had their expertise in the field of Adult Continuing Education Extension and Field Out Reaches with their practical experiences. The book would be useful to the readers with new innovation and experiments in life long learning.

Yadav Rajender Singh’s book “Adult Education Concept Theory & Practice”\textsuperscript{73} 2002 discussed about the concept and component of adult education and about the National Policy on Education, 1986. The book supplied information about the continuing education and neo – literate’s schemes. It also mentioned on the role of universities in adult education. The book could be a source of materials and information to the young learners and the researchers. It also pointed out how the universities and college students could help the adult illiterates in rural areas about their health and hygiene in a technological and scientific way and the means that could be adopted by them.

\begin{itemize}
\item \textsuperscript{72} Vandana Chakrabati : Life long Learning; Asian South Pacific Bureau of Adult Education (ASPBAE) 2004.
\item \textsuperscript{73} Yadav Rajender Singh : Adult Education - Concept, Theory and Practice; The Associated Publisher, Ambala Cantt, 2002.
\end{itemize}
Ahmed, M.S. "An Evaluation of Reading Materials for Neo-literate and study Reading Needs and Interest". Research training and Production Centre, Jamia, Milia, New Delhi, 1970, Ahmed (1958) conducted study to evaluate the reading needs and interests. He took 1314 neo-literates as sample from five Hindi speaking states. The states were Madhya Pradesh, Rajasthan, Delhi, Uttar Pradesh and Bihar. The samples were not uniformed from all the five states. He pointed out that productions of materials were not suitable for neo-literates and most of the book for the neo-literates who liked to read were not available in the libraries.

Dixit submitted his Ph.D. thesis under Rajasthan University in 1975 on "A study of Educational Need Pattern of adults in the Urban, Rural and Tribal communities of Rajasthan". The study pointed out that for more than half of the respondents, the vocational training was very much helpful in their jobs. Another finding of the study was that a majority of the respondents did not avail of the opportunity for education although there was facility of literacy classes in the tribal villages.

Kiran, S. Singh in his "Role of Implementing Agencies in Adult Education in Imphal Districts of Manipur" dealt with the educational and Adult Educational background and review its related literature. The design of the study was framed. He dealt with the problem in depth including all the programmes implemented by the implementing agencies including the

75. Dixit : A Study of Educational Need Pattern of Adults in the Urban, Rural and Tribal Communities of Rajasthan; Rajasthan University, 1975.
Adult Continuing Education and Extension Manipur University and the voluntary organizations. The funding pattern to all the agencies and extents of fund provided to the programmes was also discuss in detail in fifth chapter. Analysis on the basis of his findings was made in sixth chapter and followed by summary and conclusions. The thesis would provides a source of material and information to the students of adult education faculties and researchers. The thesis if published would be a source of material for the future researchers.

Mali (1974) investigation into the “Factors Affecting Retention of Literacy Among Adult Neo-literate”77. The sample consisted of 310 adults and tools used were a graded silent reading comprehension test, a questionnaire and interview schedule. The following were the major findings of the study: i) the reading materials had a very high correlation with literacy retention and ii) environmental factors had no influence on retention. This investigator had tressed these factors as motivation to join classes, methods of teaching, increased duration of class and; post-literacy practice for effective learning.

Nagappa, T.R. “Survey of Reading Needs and Interest of Adult Neo-literate in Mysore States”78. Mysore State Adult Education Council, Mysore, 1966. He revealed that the method of presentation of new ideas had a high appeal to neo-literate. The topic which the neo-literate counted to read included those about whom they were concerned with their occupation, health of the family and community diseases. He further concluded that reading

interest could be maintained by opening community literacy centres in various parts and by supplying necessary materials.

Prasad H. "Adult Education and Socio-Economic Development-Education of the Literacy Scheme in Gandhian Villages of Mirzapur, U.P." 79 Gandhian Institute of studies, Varanasi, 1971. The main findings of the study were- the literacy percentage increased from four to nine in certain areas, the knowledge acquired about agriculture, health, credit etcetera were not fruitfully utilized by the people. There was awakening for education among adult and adult women were lagging behind men in their interest in education.

Sanajaoba Singh, R.K. entitled "Development of Adult Education in the Valley areas of Manipur during Post Independence Period" 80 was a Ph.D. Thesis. The Thesis consisted Introduction, Development of Adult Education in India during pre and post Independence period, Development of Adult Education in Manipur, Organisation and Administration of Adult Education in Manipur, Method and Materials of Adult Education in Manipur, Training of Adult Education functionaries, Funding pattern of Adult Education in Manipur and Finding, suggestion and conclusions. The thesis contained 179 pages and would be a source of materials for the researchers.

Singh, B.Q. "The Communion of Ideas through Adult Education in India" 81, Ph.D., Soc., Bombay University, 1957. He conducted on mass media as a means of communication. He investigated some of the social implications

of spreading mass literacy and education in India. He analysed 174 books for
 neo-literate adults and 304 film meant for them. He reported that Adult
 Education literature like, books on history, social problems, agriculture and
 rural, welfare, health and hygiene, general knowledge, biographic of famous
 poets and writers, folk literature etc. etc. were used as media of
 communication. Emphasis was laid on values like unity of all religious, civics
 responsibilities, duties of citizen, and needs of education etc. etc. in these
 books. An attempt was also made to develop attitude against superstition,
 magic and conservation through this literature. The thesis would be a source
 of material for the future researchers if published.

In addition to the above reviewed made on the work of various books,
theses, journals, reports, research projects and other publications. As such
the Indian Adult Education Association was also founded in 1939, with the
aimed to improve the quality of life through education had been visualized as
a continuous and life long process, a programme and a movement. The Indian
Adult Education Association published a number of journals under different
heads including Literacy and Population, Newsletter, Research
Methodological Works, Orientation Courses etc. for liquidation of illiteracy
in our country.