CHAPTER II

REVIEW OF LITERATURE
Adult education is now growing as a distinct field of study and research. The need for adult education has become a subject of considerable interest to the students as well as the practitioners of Public Administration. As an upshot of this profound interest, a plethora of literature has emerged on different facets of this discipline.

The main aim of the present review is to identify the gaps and limitations in the literature on the subject and to suggest priority areas which need to be further explored and emphasised. In the following pages a review of literature dealing with different aspects of the adult education has been presented.

Paul H. Sheats and others in, Adult Education in Community Approach, 1953, viewed
adult education as power in individuals, social
groups and nations and emphasised on the state
to generate this power. Hartley Gratten, in
In Quest of Knowledge, 1956, made pioneering
efforts to establish that education is one of the interests of mankind which has persisted since the beginning of history for transmitting knowledge and culture to next generation. According to him this process was initiated by adults and accepted by adults. Whereas B.Q. Singh's study on Communication of Ideas Through Adult Education in India, 1957, revealed social implications of spreading mass literacy and tried to discern the ideas communicated through mass media.

UNESCO in the world conference of Ministers of Education on Eradicating Illiteracy, 1965, emphasised the process of adult education as an essential element for overall development. T.R. Singh's Literacy in Two Indian Villages, 1970, consists of two separate studies undertaken to find out what motivates an adult to learn i.e., the allure of being able to
read sign boards or writing their names, etc. According to him these were powerful motivations. Third World International Conference on Adult Education, 1972, stressed the need for adult education as life long process and emphasised the need to bring up-to-date knowledge at the door steps of the grown up citizens. Also David Harman's Expending Recurrent and Non Formal Education, 1976, Identified Adult Education as a major tool of economic development. Whereas, Adult Development Learning: A Hand Book, 1977, by Alan B. Knox provided a selective but comprehensive view of adult development.

D.B. Bingarker's Implication of Concept of Life Long Education for Social Education, 1980, has traced the conceptual framework and development of adult education since 1937 and tried to identify the causes of colossal illiteracy in India. Ted Jackson's Worker's Self Management, 1983, emphasised on the establishment of sub net work of socio-economic groups, whereas Carl Tjerandsen and Dean Emeritus,
in their Hand Book *Education and Social Change*, 1983, have visualised adult education as an essential condition for bringing about the required changes in the behaviour of individuals. Jonathan, Silvey Stewart's *Social Policy in Third World*, 1986, emphasised adult education as a pre-condition for the success of educational activities at elementary stages. R.H. Dave and D.A. Perera's *Learning Strategies for Continuing Education*, 1986, have brought out a detailed study of the experiments of Adult Education in various countries. The study provided valuable insights in the process of identifying and categorizing possible learners strategies and techniques as well the scope and limitations of different approaches and pre-condition to be kept in view for implementing appropriate strategies.

Devinder Lall's *Adult Education for New Democracy*, 1954, attempts to analyse the development of adult education in its historical perspective before and during the British Period. In the same way S.N. Mukherji's, *History of*
Education in India, 1955, gives us an insight into history of education in India. Also, Sohan Singh's History of Adult Education During British Period, 1957, is a pioneering attempt to discover literacy programme from the records of events that took place during British Rule, its ups and downs in India. Whereas Raghu Nath Safaya's Current Problems in India Education, 1970, has demonstrated the pattern of adult education in ancient civilization and stressed that the traditional approaches of imparting education through Bhajan, Kirtan (Religious Songs etc.) are still relevant to our social system. Similarly, P.L. Rawat, History of Indian Education, 1970, is an attempt to discover the process of education from Vedic period onwards to modern world.

B.-D. Bhatt and J.C. Aggarwal's Educational Documents in India (1817-1968), 1969, is a collection of all policy decisions taken by the government from time to time in India. Sita Ram Sharma, in Development of Adult Education in India, 1990, has brought out the historical
perspective of Adult Education and observed that it is older than formal system of schooling.

Mustaq Ahmed's *A Survey of Reading Materials for Neo-Literates in India*, 1956, pertained to literature concerning neo-literate. The study revealed that most of the books are too difficult for an average reader and their prices were higher than what neo-literate could afford. Whereas S.N. Naik's *Reading Interests and Abilities of Adolescents*, 1963, is intended to give to educationists and administrators an insight into reading interests and habits of reader, Ram Shankar's *A Comparative Study of Two Adult Literacy Primers*, 1972, with an objective to find out the result of two experiments with two literacy primers, evaluates their comparative merits in terms of the attainments of learners.

S.R. Ranganathan's *Education for Leisure*, 1961, stressed the need for proper educational planning. Whereas J.N. Singh's *Worker's Education and Industrial Productivity*, 1965, examined the organisation and administration of workers'
education schemes and identified the various bottle-necks. The study stressed that education plays a significant role in shaping attitudes towards work and production. Rashid Abdul's Experimental Adult School, 1967, was an experimental study in establishing adult schools for illiterates to enable them to attain a level of education at par with grade IV, in shorter period of two years. The study provides useful insights into an alternative programme to planners and administrators. This was followed by V.D. Kanya's People's Participation in Family Planning, 1967. It was designed to examine the organisational structure of the mass vasectomy campaign and to determine the people's involvement.

R.C. Sharma and C.L. Sapra In Wastage and Stagnation in Primary and Middle School in India, 1969, suggested changes in Policy and Practices of education system with a view to removing stagnation and drop-outs. Similarly, the Conference of Continuing Education at Madras, 1970, suggested the initiative and drive in the removal of illiteracy should come from
the universities. E.K. Talukdar Adult Education in Assam During Post Independent period, 1975, identified various administrative bottlenecks and organisational obstacles. The study finds lack of coordination and insufficient supply of audio-visual aids. However, G.S.K. Nair's Preparation of Training programmes for Non-Formal Education Workers in Kerala, 1981, was an attempt to prepare the curriculum for literacy programme systematically.

Marry L. Ely, has brought out the comprehensive meaning of Adult Education and its importance in every day working in A Handbook of Adult Education, 1948. The author thinks that illiteracy is related to various social problems. Whereas Mande Williamson and Marry's Hyle's Home making Education for Adults, 1949, reminded us of the time when education was considered unnecessary for women and her place in the society was that of a house-keeper and mother. The study emphasised the importance of women education.
UNESCO Seminar on Rural Adult Education, 1949, laid stress on the removal of illiteracy with the instrument of adult education as a pre-condition to raise the standard of living of the people. Homer Kampher's Identifying Education Needs of Adults, 1951, insisted on the identification of various needs of social groups and on making programme of education for adults. Earnest Green's Adult Education Why this Apathy?, 1953, studied various groups of people, their leisure time interests and highlighted various reasons for this apathy. Ralph Kimbrough, Nunnery's Education Administration, 1976, stressed on the importance of the role political and other leaders in removal of mass illiteracy.

T.R. Singh's Adult Literacy in an Indian Village, 1967, aimed at identifying socio-economic structure of the village. The significant caste-wise variation in the literacy standards and their motivational complex are revealed by this study.
J.S. Bhandari's Factors Affecting Persistency and Drop-out of Adult Literacy Classes, 1970, examined the factors that affect the running of literacy centres. The study concludes that persistency is greater in middle-caste groups than in the lower and the drop-out rate is greater in the case of married adult males and females than in the case of unmarried ones. On the other hand S.L. Intodia's Educational Needs and Interests and Aspirations in Rural communities, 1974, was an attempt to find out educational needs, interests and aspirations of the landholding adults in developed and underdeveloped villages.

Asha Dixit's Study of Educational Needs Pattern of Adults in Urban Rural and Tribal Communities of Rajasthan, 1975, intended to find the relationships between educational needs pattern of adults belonging to three different communities and their occupation, sex and age. However, N.V. Gayatonde's The
Problem of Social Education in India, 1977 focussed on the causes of widespread illiteracy in the country. He found that social education was getting favourable response from the masses. Whereas Allah Mahar's of Critical Study of Workers Education in Government of India, 1978, was aimed at examining the effect of adult education on the workers in creating trade union consciousness and fostering better industrial relations.

J.S. Panwar's The Effect of Short Duration Agricultural Training on Farmers, 1978, and another study by J.M. Herodeo, 1979, examined the farmers towards the adoption of high yielding varieties of seeds. M.V.S Reddy's Certain Factors Related to Development of Conceptional Generalisation Among Adults, 1980, examined the relationship of education level, general ability and responsibility among three types of adult groups. Whereas M.S. Seetharama's Education and Development, 1980 was an attempt to see the responsiveness of the two rural communities in the development programmes within
the framework of their educational background. M.A. Sudhir Kumar's *Impact of Education on Social Attitudes of People in some Backward Villages of Malabar*, 1981, was designed to investigate the impact of education on the attitudes of rural people with varying educational levels from illiteracy to college.

Chris Duke's *Adult Education and Poverty*, 1983, looks into the relationship between adult education and poverty and reveals that adult education is not a necessary condition for reduction of poverty in community. However, he agrees that literacy will help in the removal of obstructions in the development process.

Ram Shanker's *A comparative study of Two Adult Literacy Primers*, 1972, aimed to find out the result of two experiments conducted with two literacy primers to evaluate their comparative merits in terms of the attainments of learners. He observed no significant difference between the achievement of the two groups.

P.O. Durai's *Evaluation of General Ability*
of 7 to 16 and Adult age Groups, 1976, is an attempt to construct a test for measuring general ability of children and adults. Whereas B.C. Aggarwal's Setellite Instructional Television Experiment on Social Education, 1976, was designed to analyse the impact of telecast on adults and to give the policy-makers and programme producers, insights into the required aspects. A.J. Shah, A Critical Study of the Programme of Non-Formal Education in Baroda City and their Impact on Community, 1979, aimed at finding the methods and media used in imparting non-formal education to the weaker sections of the society and examined the extent of its success. Whereas V. Jesudesan and others, Non-Formal Education for Rural Women, 1980, is a joint study conducted to test the efficiency of integrated programme for child development. The study has shown how non-formal education has made rural women conscious of the value of nutrition. It has demonstrated the results improved by nutrition deficiency among women and children.
Krishna Rao's Comparative Study of Relative Effectiveness of Four Methods of Teaching to Adults, 1981, focussed its attention on the effectiveness of four methods of teaching, reading and writing to adult illiterates. Whereas, Vanderu Satya Dev Rao's National Adult Education Programme in Vishakhapatnam District, 1983, was designed to find out the socio-economic background of the learners, instructors and other functionaries associated with implementation of the programme.

Narinder Kumar's Adult Education Through Radio, 1989, was survey of two specific programmes. The study aimed at finding out the facilities for reception and to examine their effectiveness. M. Chaube's Youth Welfare Programme in India with Special reference to Uttar Pradesh, 1963, was designed to identify the adequacy of the welfare measures and suggested ways and means of revitalizing the functioning of various such agencies. Whereas, Pradepto Roy and J.M. Kapoor's The Retention of Literacy, 1975, and another study in the same field by
M.G. Mali, 1979, were designed to determine the retention power of literacy skills of the learners and the role of social, economic and psychological factors in literacy retention.

S.C. Dutta and Kempfer Helen's Social Education in Delhi, 1960, was aimed at assessing the impact of programmes carried out by various agencies. The study identified the educational bottle-necks faced by the learners. On the other hand S.K. Saini's Farmers' Awareness of Agricultural Extension Programme, 1971, is designed to measure the impact of education on the farmers particularly with regard to new practices in agriculture. S. Agnihotri's Evaluation of the Programme of Adult Education, 1974, examined how far the Programme had yielded positive results in the field of literacy. The study presented the dismal picture of Adult Education in the sampled district.

K. Mathur's Evaluation Study, Bikaner, 1976, on the other hand concerns itself with
functional literacy in the field of household and animal-husbandry. He observed that literacy attainment had little relationship with the age of learners. Whereas, N. Venkataiha’s Impact of Farmer’s Functional Literacy Programme on the Participants in Andhra Pradesh, 1977, was aimed at measuring the level of literacy and knowledge among the farmers. Similarly, M.K. Khajapeer’s study of Academic Performance of the Farmers Functional Literacy Programme in Relation to some Socio-Psychological Factors, 1976, was intended to find out the relationship between academic performance and some socio-psychological factors of the learners. Another study by Bramh Prakash Impact of Functional Literacy in Rural Areas of Haryana and Union Territory of Delhi, 1978, has attempted to assess the importance of functional literacy programme on farmer’s knowledge.

A.J. Shah A Critical Study of the Programme of Non-Formal Education in Baroda City and their Impact on community, 1979, aimed at finding the methods and media used
in imparting non-formal education to the weaker sections of the society and examined the extent of its success. Shiva Satya's *Literacy Work Among Small Farmers and Tribals*, 1981, was an evaluative study of the five literacy projects aimed at analysing efficiency and effectiveness of the Programme in terms of caste and community in literacy centres. Similarly, Ram Krishan and Susheela Maripan's in their *Evaluative Study of National Adult Education Programme in Union Territory of Pondicherry*, 1981, also assessed the quality of the Adult Education Programme and its integration with other development agencies. The study revealed that much attention was not paid to functional literacy and social awareness.

Review of literature on the subject shows that while there is much general material on the subject, systematic research has not been adequately developed. There is plethora of works which are impressionistic in character and not based on systematic collection of data and analysis. A number of studies have been written in the journalistic style and are prescriptive without being analytical. However, there
are some significant studies in the field of Adult Education which have prompted the researcher to pick up the thread from where they have left.

In the existing literature, it is significant to note that there is hardly any study which makes a detailed analysis of the Administration of Adult Education Programme of an individual state. Present study entitled "Policy and administration of Adult Education in Haryana" is an attempt to initiate the process of filling up this gap by examining certain salient problem areas of this significant sector of the Haryana Government.