CHAPTER - II

REVIEW OF RELATED LITERATURE

A review of related literature is an important prerequisite to any future research. In order to give the research efforts an appropriate and meaningful direction, it is always profitable and essential to review the related literature.

Best (1977) said, “a familiarity with literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and disappointing, to avoid the pitfalls of the past researches, repetition of the field already carried out and to know what problems remain to be solved”. Not only this the review of related literature helps in avoiding duplication. It guides in carrying out the investigation successfully and makes the researcher familiar with the steps involved.

The growing interest in adult education research is recent phenomenon. Not many research studies have been conducted in the past. Moreover, a majority of the studies have been undertaken by the department of adult education and only a few by the individual researchers. However, now the field is gaining importance.

In evaluating the adult education programmes a number of approaches have been used. Some investigators have tried to obtain an objective assessment of the programme, whereas some others have tried to seek participant and functionaries’ evaluation of the adult education programme. A few investigators have focused their attention on the impact of the programme.

The first study in the field of adult education in India was completed by Gadgil in 1945. During the next fifteen years only two more studies were completed. It was only from the decade 1961-70 that research in adult education picked up momentum. The launch of National Adult Education Programme (1978), RFLP, MPFL, N.P.E., N.L.M., & T.L.C.’s establishment of
NCERT Publication Survey of Research in Education (Five Surveys) have recorded the Ph.D. researches in adult education by the Indian Scholars during the last 51 years.

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2.1 CONCEPT & NEED OF ADULT EDUCATION

Michael's (1988) study on “A public view of adult education” in the University of North Texas found that adult illiteracy was reported as a national concern. Adult education activities were reported to be useful, rewarding, and enjoyable experiences, but ignored adult education as a professional field. The public view was positive about programmes available to adults of many levels of educational attainment. Leisure learning and adult literacy programmes were prevalent and available from a variety of sources. Group activities were more in evidence than self-directed learning. Learners tended to be urban, educated, and caucasian. Although few programmes restricted participation because of age or gender there were discernable groups of aged people and women. Programmes were usually sponsored by institutions of higher education and entrepreneurs and rarely by public school
systems, community organisation, or cultural groups. The programme content reflected adult interest in self improvement and entertainment rather than professional growth.

**Swaroop (1990)** conducted a research study entitled "A study of the use of adult education as a development tool during the post-independence period 1947 to 1988 in India" in the University of Oklahoma. It was concluded that the development process should focus upon the growth of man through adult education which once achieved takes care of their needs. Once man becomes conscious of his need for growth, in the words of Mahatma Gandhi; he becomes irresistible. Thereafter, nothing hinders his onward march. Adult education should be the structural edifice of future Five-Year plans.

**Moore (1992)** made "A comprehensive review of definitions of adult education" in the University of North Taxes. Definitions of adult education over a period of 40 years, 1939 to 1979 were identified and it was concluded that there was no single universally accepted definition of adult education. Definitions were categorised according to a modified scheffler classification which included five categories negative, nebulous or broad, stipulative, descriptive and programmatic. A total of 283 different definitions were identified. More definitions were found in the stipulative category than in any other category. Writers tended to use the term adult education to fit their own need in specific situations. This study should be reassuring to persons who were confused as to what adult education was because it pointed out the fact that authorities in the field have failed to arrive at one acceptable definition.

### 2.2 EVALUATION OF ADULT EDUCATION

**Nimbalkar (1986),** while evaluating the adult education programme in Goa, found that the literacy rate was increasing but the speed was slow. The study praised various missions for spreading literacy in Goa. He examined the problems of adult education in the four districts of Goa. His study revealed that the 100 hours instruction programme was insufficient as the adults who studied for 100 hours were likely to relapse into illiteracy. He recommended
that the hours of instruction should be 150 and these should be followed by self-education.

Carson's (1987) comparative study of an urban and a rural public school adult education programme in Vermont concluded that the growth and development of the programme were affected by the degree of commitment of the programme implementing agencies, interaction of community, and the educational goals of adults. An observable difference in adult education programme development was found when a small rural school with a close working relationship to a vocational school was compared with a large urban school with no such relationship. The small rural school showed more financial support and advancement from both the local school board and the administration.

Sunner (1987) conducted a study of factors related to attrition selected adult basic education literacy programme" in the University of Pittsburgh. It was found that participants' reasons for enrolling were to obtain a G.E.D. diploma or to improve job prospects. Other responses were to help children do homework to attend a training programme and to improve reading, writing and mathematics skills. The participants' major reasons for dropping out were job obligations, family obligations, illness and personal reasons. Other reasons were inconvenient location and hours, child-care problems, making no progress, and impatient teachers. To prevent dropout and enhance retention the students suggested a need for programmes that lead to better jobs provided a better location, furnish more interesting books and materials, and hire more black teachers.

Gupta (1988) evaluated the adult literacy centres in relation to their programme objectives in Himachal Pradesh. He found that majority of the people attending the adult literacy centres were in the age-group 15-35 years. The interesting thing discovered was that most of them stayed in the centres for about a month to learn to write their names (their signature only). The causes for dropping out from the centres were many, such as lack of physical and infrastructural facilities, lack of occupational training courses, inadequate
training and supervision of the instructors, etc. The centres ran for ten months only, they did not have post-literacy programmes, and followed the alphabet approach to learning language. At the state level there was no system of monitoring and evaluation. There was significant difference between the six districts in literacy, functionality and overall performance as measured by the achievement tests. However, no significant difference was found on the component of awareness. Sex did not play any significant role in the performance of learners on the components of literacy, functionality and awareness.

Mohanty (1988) evaluated the functional literacy programme in the Puri district of Orissa. She found that more emphasis was laid on literacy than on functionality, actual skill development in functionality, was observed in only 40%, local people did not co-operate in management of the centres; infrastructural inadequacies were the main bottlenecks'; irregular classes were also reported to be reasons for its tardy success. The motivating reasons were reported to be learning to sign one's name, maintaining accounts, and writing letters.

Murthy (1988) studied the factors responsible for effective implementation of NAEP in Andara Pradesh. He found that the door-to-door contact by the instructors helped to increase the enrolment; learners favoured the instructors who were regular; that discussion-followed-by-demonstration method was found to be favourable with the learners; the content though satisfactory needed more information about culture, business, commerce, marketing, small scale and cottage industries; instructors with matriculation qualification were more successful, mass campaigning helped in creating literacy awareness.

William (1989) evaluated "The Highland Park Adult Community Education Programme in Wayne State University. The study specifically was concerned with determining if the programme vis-a-vis its three major components; counselling, instruction, and curriculum met the needs of its student clientele. Two evaluation survey instruments were drafted and
administered to the students enrolled in the summer 1985, and to the staff (administrative and instructional) and selected community. The results indicated that there was no inconsistency between the appraisal of the programme by the student clientele and the staff and community leaders survey. There was no significant difference among the student sample of the programme's performance according to sex, age, and educational level. Neither of the two samples found the H.P.A.E. programme, the curriculum, counselling or instructional components of the programme satisfactory. The samples did not point out specific weakness of the programme which could be used for planning, analysis and design.

Mathur (1990) conducted a study of adult education programme in Rajasthan. The attitude of 100 rural adult learners towards the adult education programme was assessed. The author found that about 50.3% of the adults expected economic improvement through adult education. Only 12.5% adults felt it was necessary for a relevant and successful life. The reasons given for dropping out were lack of interest, things that were not suitable, content was not useful, distance form residence and not economically useful. Almost all the learners expressed the view that the instructor should be a local resident, preferably a primary school teacher. The result of the study revealed that a 50 hour programme in critical reading skills did not have any positive effect on reading, comprehension skills of adult volunteers and that age caused a significant improvement in critical reading skills.

Manavalance (1990) evaluated the adult education programmes implemented by the Annamalai University in the Chidambaram Taluka and concluded that the participation of S.C learners was more in AE programmes than others, those in the age-group of 15-24 years were participating more, and their reading skills were better than their writing skills.

Tantray (1990) undertook an appraisal of adult education in Jammu & Kashmir. He found that there was no survey undertaken for deciding the location of the AECs and mostly they were opened on public pressure. The instructors were mostly youngsters having studied up to high school. They
took this work as employment rather than voluntary work. Although most of the instructors were trained, yet the quality of their training was inadequate. The centre was in the houses of the instructors with little arrangement of lighting etc. Teaching-learning materials were not provided in time. The role of development departments though extremely important was totally absent. The supervision was very poor and monitoring had been reduced to filling the performa. Most of the learners could read the alphabets hesitatingly and could write them though not correctly, and some could scribble their names, again incorrectly. Awareness had been found to exist but functionality was totally absent.

Sharma (1991) studied adult education programme in Punjab and concluded that the literacy programmes provided by the University system was comparatively better than those run under the state projects. However, majority of the learners were not in a position to make functional use of their writing skills to write letters, money-orders and bank forms. The learners had not acquired a good level of social awareness. The functionality component relating to occupational information and skill development was lacking under both, although it was much better under the university system.

Seetharamu et.al. (1991) studied the adult education programme in Karnataka State. They found that the clientele attendance in SAEP was 80% and in RFLP, 55%. The lack of motivation was found to be responsible for gaps in performance and learners were forcibly enrolled. Lack of effective monitoring was found to be the major reason for many disfunctionalities like enrolment of the learners, appointment of instructors, supply of learning materials, training of the functionaries, provision of physical facilities, etc. There were certain bright spots in the functioning of the AECs an the JSNs. In comparison to the districts having multi-political party panchayats, the district having a single –party panchayat was found to work more efficiently in this particular programme. The MPFL run by the UGC was also found to be full of promise and potential.
Thakre, (1991) studied the adult education programme launched by Nagpur University, and concluded that the colleges in rural areas initially actively participated in the programme but the momentum was gradually decreasing. The whole programme was considered as an appendix to the main functioning of the colleges. The programme did not attract the common masses who considered it as an economic activity by the functionaries. Absence of proper evaluation and non-existent accountability of individuals and institutions were conspicuous. The impact assessment revealed that there was no significant impact. The criteria for selection of supervisors and instructors were disregarded. No valid evaluation of learners achievement was adopted. The remuneration of functionaries was too meagre to sustain interest. The learners maintained a distance from the instructors and did not share their learning problems; there was scarcity of teaching-learning materials.

Choudhary (1992) evaluated the performance of scheduled caste learners in adult education in Jammu. The major conclusions were:

As compared to literacy skills the scheduled caste learners’ achievement in numeracy was poor. However, the overall literacy attainment was not very discouraging. Awareness and functionality components were not satisfactory. A few learners developed the skills of weaving carpets and making things of papermache. Female scheduled caste learners showed a comparatively lesser interest in learning. The main drawbacks were lack of incentives for learners, irregular and inadequate supply of learning material, and prevailing conditions in the state of Jammu and Kashmir.

Mohan and Usha (1992) undertook an evaluation of the TLCs in Karnataka state. The study concluded that there was a need for relaxing the time-frame of such campaigns in view of the varying literacy levels and the socio-economic and cultural demands of the situation. It recommended strengthening of the post literacy programmes.
Saldhana (1992) studied the literacy campaign in Wardha district and found that the men performed marginally better than women in literacy, and workers of the urban sectors performed better. Women with no jobs performed better than women with jobs, instructors of the same sex influenced learning, especially of men learners; school students, teachers and unemployed youth got more involved in the teaching process. The campaign created a pro-literacy atmosphere that was favourable to formal primary education.

Sachchidananda (1992) evaluated SAMU, Saksharata, Muzaffarpur. He found that the school-teachers and the students had played a crucial role in the environment building survey, and monitoring and co-ordination of the SAMU programme. Students had run a large number of centres themselves. Income-generating activities could not be provided in all literacy classes; the Monitoring Information System (MIS) did not work effectively. It was suggested that it might be worthwhile to have a uniform test to assess the learners achievement in 3 R’s, awareness and skills. SAMU’s progress was adversely affected by administrative red-tapism, the programme lacked support from the government, and the political will needed to be demonstrated more conspicuously. On the positive side, it was noted that SAMU had successfully involved the women, particularly from the backward communities for teaching and participation in cultural programmes. Dedicated and wholetime workers and trainers were needed to tighten the programme.

Kumari (1994) compared the performance of Adult Education Programme and Jana Shikshan Nilayams in Panipat district of Haryana state and Union territory of Chandigarh. It was concluded that TLC in Panipat district was functioning in a much better way in all aspects – planning, organisation, implementation, co-ordination, teaching / learning material, evaluation, whereas in the U. T. of Chandigarh, the programme was lacking in all these aspects. A general enthusiasm for the programme was found in Panipat in learners, instructors, community as a whole, but this was not so evident in Chandigarh. Urban/rural, age and sex variations did not account for appreciable difference in the learners opinions regarding the functioning of
TLC in Chandigarh and Panipat. However, in Chandigarh residence of learners i.e., rural/urban/labour colony affected their opinions to some extent. The adult learners' performance in the achievement test was almost similar, both scored more than 70 per cent. There was no JSN in Panipat district at the time when this study was conducted. In Chandigarh, the functioning of the JSNs was found to be quite satisfactory, but the beneficiaries were not regular in their attendance mainly due to domestic work, and lack of motivation.

Kiran (1994) evaluated the adult education programme in some selected districts of Punjab State in the Panjab University, Chandigarh. It was found that most of the centres lacked the basic facilities, even learning material was not supplied regularly and in sufficient quantity. The main problems they indicated were the failure to fulfil the demands of instructors and learners, inadequate salary of instructors, lack of usefulness of teaching/learning material, lack of office, difficulties in opening male adult education centres and non-cooperation from other development agencies. The present study has clearly stated the deficiencies of the centre-based approach. This approach was selective, scattered and highly diffused. It has failed to promote a culture of accuracy.

Latika (1995) studied the development of Adult, Continuing and Extention Education in the Universities of Maharashtra State. The main purpose of the study was to highlight what Adult/Continuing/Extention departments in the universities of Maharashtra could achieve so that other universities and institutions of higher learning could benefit from their experience in formulation of modalities for developing extension of culture. Two universities i.e., SNDT Women's university and Bombay University were selected for the in-depth study.

Major findings of the study were: The universities of Maharashtra have been actively engaged in the field of adult and continuing education to spread education in the community and make people self-reliant. SNDT Women's University is a pioneer in continuing education and after several years of
active participation in implementation and development of adult education had also developed extensive continuing education programmes catering to the needs of neo-literates and all sections of the society with particular emphasis on raising the status of women. SNDT University has been able to develop a strong extension culture with curricular and co-curricular courses in its departments and colleges due to keen interest taken by the university authorities, some of whom have been the pioneer in this field. The DACEE of University of Bombay has devoted itself to innovations in extension education for mutual benefit of the students and the community to bring social justice.

Nimlamot (1996) studied the factors influencing participation of Muslims in the functional literacy programme in Thailand. It was concluded that the most important motivational factor which included Muslim adults to participate and continue in the programme was cognitive interest. After this came community service, personal satisfaction/happiness, social stimulation/social advancements, Job satisfaction and professional advancement.

2.3 IMPACT OF ADULT EDUCATION

Chase (1994) studied the participants' perceptions of the impact of Adult External High School Programme in the University of Maryland College Park. Changes in four domains—education, employment, social and personal status of the 1987-88 graduates five years after graduation were studied. The population of the study was 733, all of whom were sent a questionnaire developed by the researcher. Almost half of the graduates indicated that their most important reason for pursuing the diploma was personal satisfaction followed by completing an unfinished goal. Perceived changes were reported as a result of earning the AEHSP diploma. The important perceived benefits were higher self-esteem and an increase in salary within five years. The participants sought and received more responsibility in their jobs, and became more, active and involve citizens. They helped their children with educational concerns almost up to post-secondary education or work-related training.
Newton (1994) studied the impact of a career education course on adult learners, in the University of Georgia. The results indicated that instruction improved self-directed learning, self-esteem, and active participation in education.

Prashad (1994) assessed the effect of adult education on enhancement of workers' productivity and development of literacy skills, working skills, awareness and positive attitudes. It was concluded that adult education programme had positive impact upon illiterate workers' attainment in literacy skills. The workers' awareness scores were higher in post-test session in comparison to pre-test session. All the workers showed positive attitude and 7 (Seven) of them had a highly positive attitude towards the adult education programme in the post-test stage. Working skills of workers improved significantly in the post-test session. Sex differences did not account for difference in any of the above mentioned areas. Case studies of maximum producing workers and minimum producing workers revealed the positive and negative indicators of literacy and productivity & significant difference was observed in pre-test and post-test productivity of these workers.

Larson (1997) studied the effects of rural adult literacy programme participation on learners access to community resources in Cornell University. Adult literacy is a problem in the United States, particularly for many rural, isolated, and poor residents, although literacy programmes exist to help adults, develop basic skills, low-literacy persists and is getting worse. In response, literacy programmes have expanded their goals to include community development objectives. The study found that as a result of participation in literacy programmes, learners became involved in their communities in new and different ways. They felt less isolated from the social process, developed new and different social relationships, and obtained increasing access to local resources such as educational, legal, and social services. Increased quality of literacy programmes was emphasised.
2.4 PROBLEMS & SUGGESTIONS

Brown & John (1987) conducted a study on “Adult Education: A new strategy for development” in the Grandfield Institute of Technology (United Kingdom). It was found that there was a common concern amongst adult educators that only a small percentage of the adult population took up adult education and of that percentage an even smaller proportion was drawn from the educationally disadvantaged, lower socio-economic group. Non-participation by the working – class had been seen as a problem by all the adult education providers from the 19th century onwards. It was proposed that the emphasis of adult education should change from a ‘passive’ provision serving the demands of student, to an ‘active’ service reaching out to those adults not usually served by education. A model for the Adult Education Service, a plural system that built upon existing institutions and offered immediate practical implementation needs to be set-up together with an assessment of the educational, economic and political implications of its adoption.

Bogan (1968) conducted a study on “Potential perceived problems in implementing effective Adult Literacy Programmes for Pennsylvania programme directors in the next decade (1987-1997) in the Temple University. The most crucial problem areas identified were inadequate programme and research findings, lack of increased number of literate citizens engaged in participatory democracy, greater collaboration among directors, increased use of social workers, counsellors, greater use of corporate grant writers and involvement of large corporations in adult literacy programmes. The results suggested that leadership action was needed for the improvement of instruction and research development. The role of schools was suggested as a major topic in the future research efforts.

Das (1990) studied the socio-economic problems in the implementation of Adult Education Programme in Assam. He found that besides the poverty, illiteracy, ignorance, unwillingness of the illiterate adults, social customs; religious fanaticism, traditionalism and natural calamities like floods were
playing a detrimental role in the expansion of adult education. The attendance in the combined adult education centres was low because males and females hesitated to learn together. But in case of tea-garden labourers both males and females work together freely and therefore, they do not hesitate to learn together. There was two noticeable sections of adult illiterates who were not participating in the AE programmes — those who were lacking motivation and those who were poor and would not come to adult education centres unless there were some income generating activities. There were defects in instructional strategies and selection of learning activities which were responsible for the low expansion of the programme. Therefore, a need-based AE programme for the socially and economically deprived would necessitate identification of homogeneous groups, assessment of educational needs in the light of their economic needs and aspirations, formulation of suitable and relevant curricula.

Khatun (1991) studied problems of adult learners in Cuttack and found that drop-out was a regular phenomenon; material supplied were inadequate; learners were irregular hence teaching was not effective; hesitation in grown-ups to study with 15 year olds; economic pressures; no provision of mass media like T.V/Radio etc which could attract the learners. There was no provision of vocational training in most centres; and no useful books in the libraries of the centres.

CONCLUSIONS

On the basis of the review of related literature, the major conclusion drawn are:

Adult education helps in the growth of man, which once achieved takes care of his other needs (Swaroop, 1990). The public view about adult education programme is positive (Micahael’s 1988; Saldhana, 1992; Prashad, 1994)

Lack of motivation in learners, and voluntary instructors, inadequate supply and irrelevance of teaching / learning material, emphasis on literacy
skills alone, functionality & awareness lacking, lack of cooperation from
development officers, ineffective Monitoring & Evaluation of programmes, are
the major weaknesses of the adult education programmes running in various
states of India (Gupta, 1988; Mohanty, 1988; Tantray, 1990; Sharma, 1991;
Seetharan, 1991; Choudhary, 1992; Usha, 1992; Kiran, 1994).

Economic benefits, success in life, vocational benefits, community
services improved social status, personal satisfaction, attainment of literacy
skills, help to children in their homework were found to be the main
motivating factors for joining adult education programme (Sunner, 1987;

The impact of the programme was found in the form of improved self­
esteem, self-directed learning, better social relationship, increased community
participation, attainment of literacy skills, enhanced awareness level improved
working skills, positive attitude towards adult education (Chase, 1994;
Newtosn, 1994; Prashad, 1994; Larson, 1997).

The major improvements suggested are: increased political will, financial aid, and help to implementing agencies; better location & facilities in
AEC's; motivated & trained functionaries; improved content, curriculum,
teaching / learning material, enhanced emphasis on vocational component;
increased hours of teaching; strengthening of post-literacy programmes, etc.
(Nimbalkar, 1986; Mathur, 1990; Mohan & Usha, 1992; Sachchidananda,
1992; Larson, 1997).