

_C_O_N_T_E_N_T_S_

	<u>Page No.</u>
<u>CHAPTER - I : INTRODUCTION</u>	1
<u>PART-A</u>	
-Theoretical concepts and practices of the National Adult Education Programme.	1
-Inadequacy of the formal system.	2
-Operationalizing the concept of non-formal adult education.	9
-Weakness of planning.	14
-Social obligations.	18
-Emergence of the National Adult Education Programme in new roles.	19
-Merits of literacy.	24
-Effective implementation of the National Adult Education Programme.	25
-The Problem.	30
-Rationale for the study.	39
<u>PART-B</u>	
-Why Adult Education in certain areas need priority.	47
-Productivity.	48
-Human Values.	66
-Social mobility.	81
-Recreation.	92
-Life long education.	99
-The increment of literacy among men and women, women's right for education, women's status in constitution and role of women in society.	113
-The training of citizenship in Indian democracy, which is in practice.	121

	<u>Page No.</u>
<u>CHAPTER - II : REVIEW OF RELATED LITERATURE</u>	132
-Need to study the trends of different countries.	132
-Need to study the nature of adult education.	142
-Implications drawn from the history of adult education.	166
-Need for review of the studies.	169
-Motivation, barrier and dropping out.	173
-Method, medium used and training imparted.	179
-Need and area.	194
-Impact.	205
-Evaluation.	216
-Administration and community involvement.	227
-Agency.	234
-Conclusion.	238
 <u>CHAPTER -III : PLAN AND PROCEDURE</u>	 241
-Introduction.	241
-Rationale for research.	242
-Statement of the problem.	245
-Definition of the words used.	245
-Objectives of the study.	247
-Delimitations of the study.	250
-The number of items in different dimensions.	250
-Definition of dimensions in capsule form.	258
-Assumptions.	266
-Methodology and procedure.	267
-Sample.	268
-Instrumentation.	270

Page No.

-Method of data collection.	272
-Statistical techniques.	272
-Formulae used.	276
 <u>CHAPTER - IV : ANALYSIS AND INTERPRETATION</u>	 279
-Administrative setup and its effectiveness.	279
-Staff Pattern.	280
-Efficiency.	302
-Attitudes and capabilities of the functionaries.	341
-Provision for research evaluation and monitoring activities.	345
-Training programme.	348
-Place of training programme and content.	349
-Physical facilities.	351
-Material inputs.	356
-Training expert's abilities.	358
-Trainee's knowledge, skills and understanding.	370
-Working procedure.	383
-Nature of the training programme.	387
-Teaching-learning and illustrated materials.	396
-Provision for preparation of the teaching-learning and illustrated materials.	397
-Selection and use.	398
-Used teaching-learning and illustrated materials and their utility in particular.	401
-Their suitability in terms of:	
i) Physical setup.	404
ii) Coverage of topics.	407
iii) Methods employed in preparation of teaching-learning and illustrated materials and way of selecting the words.	409

	<u>Page No.</u>
iv) Contents.	412
v) Illustrations.	415
vi) Competencies.	416
-Utility of the particular teaching-learning and illustrated materials studied through the responses of learners.	430
-General characteristics of teaching-learning and illustrated materials.	437
-Evaluation of different aspects of the National Adult Education Programme at different centres of programming.	445
-Realisations of aims and objectives.	447
-Coverage of different activities.	449
-Preferred learning choices.	450
-Physical facilities.	451
-Learner's information schedule.	455
-Assessment of problems of learners.	457
-Cooperation and coordination among various developmental departments.	460
-Publicity of the programme.	467
-Various methods of instruction.	475
-Demonstration on useful productive work.	483
-Evaluation of learner's achievement.	486
-Followup.	487
-Types and participation of community organisations.	490
-Extent of the programmes success.	494
-Shortcomings of the National Adult Education Programme.	495
-Causes of drop out.	495
-Evaluation of the National Adult Education Programme and its different aspects related to the learners.	498

	<u>Page No.</u>
-Needs of learners.	499
-Timing of the learner's participation.	516
-Learner's preference for medium of the instruction.	517
-Frequency of contacts to different functionaries.	518
-Aspiration of learners to increase vocational efficiency after the adult education programme is over.	521
-Impact of the National/ ^{Adult} Education programme.	523
 <u>CHAPTER + V :</u> <u>NATIONAL AND INTERNATIONAL SCENE OF PROGRESS OF ADULT EDUCATION (IN CONTEXT OF FINDINGS OF THE STUDY) AND SUGGESTIONS.</u>	 536
-Administration.	536
-Training.	541
-Learning materials.	553
-Need.	561
-Methods and media.	568
-Impact.	577
-Drop out.	588
-Agency.	600
 <u>CHAPTER - VI:</u> <u>PART-A: A Critical Approach.</u>	 611
<u>PART-B: Suggestions for solving problems of adult education at international level.</u>	617
<u>PART-C: Scope for further research.</u>	619
 <u>B I B L I O G R A P H Y</u>	 622
<u>A P P E N D I C E S</u>	654