

CHAPTER I A. INTRODUCTION.

1. CONCEPT & SCOPE.
2. DEFINITION OF ADULT EDUCATION.
3. TEACHING METHODS OF ADULT EDUCATION.
4. MOTIVATION FOR ADULT EDUCATION.
5. ORGANISATION OF ADULT EDUCATION.
6. ADULT EDUCATION IN INDIA.
7. ADULT EDUCATION IN SOLAPUR.

B.

1. GENERAL CONCEPT OF SLUM.
2. CAUSES OF SLUM.
3. SOCIAL CONSEQUENCES OF SLUM DWELLING.
4. HEALTH ASPECT OF SLUM DWELLING.

CHAPTER NO I.

(A) INTRODUCTION.

"Adult Education is the foundation on which alone free India can build up a welfare state, which will recognise the claim of both individual freedom and social security."<sup>1</sup>

1. CONCEPT AND SCOPE :

The National Adult Education Programme has been accorded the highest priority by the Union Government. It aims at liquidation of adult illiteracy within a time bound frame. It emphasis employable skills, family and health welfare, political conscientization and civic participation in addition to literacy.

The National Adult Education Programme is based on the truth that there is no age barrier for learning. The high levels of maturity and experience of the adults can actually help in better learning. Adult Education is intended to help in situations where it is difficult to retain the learner in the formal school. Different categories, namely the dropouts the handicapped, the unemployed marginal farmers, the weaker sections and other can all benefit by Adult Education.

The three dimensions of National Adult Education Programmes are awareness, functionality and literacy.<sup>2</sup> Adult Education offers continuity in the educational growth of the learner. It covers the entire life span. It has no rigid curriculum on garded system of teaching within the four walls

of the class room. The learning experience and activities are arranged on the basis of needs works convenience and resources. The Adult learner should be so motivated that the desire to learn comes from him. Adult Education is thus a learner centered need biased, skill oriented and practical-biased venture.<sup>3</sup>

Adult Education has great social value as it offer opportunities to dropouts and the downtrodden segments of the society to improve their education and occupational skills.

Adult Education is more than education for literacy. It is also more than remedial education. It is what people continue to need and want as long as they are alive, regardless of the quantum of their previous education. Education to upgarde and update. The citizen in various aspect of knowledge and skills is a necessity in this technological era. The rapid out dating of knowledge which is an important characteristics of the present times, has made Adult Education both a necessity and a very vital tool for the country's all round development.

Adult Education touches all aspects of living. Soings so diverse it can not be defined precisely Especially. When one examines it's clientele subject, matter, methods matters, methods and techniques duration of the courses and the types of organisations offering them. By Adult Education is meant all activities. That are carried on by people in their daily life, with uneducational purpose.

The potential clientele of Adult Education is the entire adult population.<sup>4</sup>

Thus while attempting to satisfy the aspirations and needs of the economic, social and cultural development of the community, Adult Education has to perform a creative function. It must contribute to the aesthetic, morals, social and civic constitution of the masses. It must help to develop tastes, judgement and critical thinking, it must encourage positive attitudes by counter acting the negativism which courses violence casteism or domination.

Adult Education serves those who are deprived of formal schooling. Thus the orientation of Adult Education is social welfare through individual development.<sup>5</sup>

2. DEFINITION OF ADULT EDUCATION :

Adult literacy means the education of those who never had any schooling. Illiteracy affects the country in three ways economically, politically and socially. Citizenship is the training by which he obtains some insight into the affairs of the world and can help his Govt. to take decisions which will make for peace & progress.

Adult Education will give him literacy so that the knowledge of the world may be accessible to him. Adult Education emphasises on imparting literacy skills to persons belonging to the economically and socially deprived sections of the society. Many amongst where learning has been through the

spoken work transmitted from generation to generation.

"The Adult Education Programme must respond to their cultural and intellectual level and build upon the innate artistic perceptual skill and craft."

Adult Education as the name implies is the education of adults mainly those who could not get any formal education in the early days of their lives.

"Broadly Adult Education may be defined as the education for the complete man."

The views of Reense, Fenster and Hule :

"Adult Education may be concerned with any or more of three aspects of an individual's life his work life, his personal life or his life as a citizen."

The view of Prof. K.G.Saiyidin "The new concept (of social education) is inspired by the desire to raise the general standard of life for the masses to improve their social and civic efficiency to give them a broader understanding of the world in which they are living and of their relationship to it and to bring into their life something of the grace the joy and the dignity which are necessary for its enrichment.<sup>6</sup>

The view of Prof. Humayun Kabir ; "Social education may be defined as a course of study directed towards the production of consciousness of the citizenship among the people and the promotion of social solidarity among them. It is not content

with the introduction of literacy among the grown up masses. As a natural corollary. It seeks to inculcate in them a lively sense of rights and duties of citizenship both but as individuals and as members of the community.

3. TEACHING METHODS OF ADULT EDUCATION :

Various methods are available for imparting functional literacy, such as the synthetic analytic eclectic and laubach methods.<sup>7</sup> The different methods of reading and writing instruction applied by different groups can be put into these four main categories. All these methods need to be used with a functional approach. In addition to imparting skills in literacy the learners must be helped to become aware of the local resources, programmes, organisations, agencies and personnel who are working for their own benefit. Such an awareness would open out vistas of knowledge regarding the potential resources, their relationship to the illiterate and how to use them.

The methods of teaching must be attractive indigenous adaptable and simple. They need to be inexpensive, easy to operate and down to earth to suit the varying tastes, talents, levels of understanding needs and demands of the Adult learners. A proper combination of audio visual aids and extension methods would help the learners to understand better the subject matter to retain it for longer period and to apply it at relevant situations.

Use of mass media has proved successful in promoting interest in Adult Education Programmes. They reach larger audiences, mass meetings, use of films, Radio, T.V., Posters and Banners help to introduce the messages to a group or community motivate them for learning make them aware of the knowledge and skills available and initiate them for follow up action.

Group Methods :

It includes <sup>d</sup> group discussion, case discussion use of flash cards, flannel graph, puppets, flip book, pictures, photographs, folk songs and other folk media. These help to give variety and facilitate learning in an informal atmosphere. The use of these methods in adult education through dramatization, role playing, brain storming Demonstration, film shows, stories, songs games, exercises, folk dances and other folk arts have been highly successful group methods are effective also in imparting skills and knowledge to learners, they lend themselves for giving individual attention to the adult learner and elicit their participation and recognition.

Individual Methods :

The individual methods such as personal contacts, home visit, case studies, use of creative literature, interview and result, demonstrations etc. help in convincing each and every learner and ensuring the success of the programme. Teaching aids are not an integral part of the educational programme and

are used as devices to make understanding easier and more permanent they can not replace the teacher or the book. They help to captivate interest, arouse imagination, enhance understanding, promote concentration, satisfy curiosity encourage participation and facilitate communication without the barriers of time and distance.

Adult Education is the most significant welfare idea of this generation its possibilities are great. No educational movement after 'Basic Education' propounded by Gandhi has offered more promise for the future in India than does Adult Education,<sup>8</sup> Hunger for knowledge is as degrading as hunger for food. Illiterates are only half men in the modern world. They have almost no access to the advantages of modern life and can contribute little more than their physical strength to the growth of the nation. They cannot participate effectively in the political process. They are depend upon others for the enforcement of their right. The growth and diversification of the nation's culture largely by pass them and they remain bound by ancient and outworn customs, superstitions and traditions which remain important causes of their backwardness. Every citizen of this country has the basic rights to at least literacy. It is shocking to learn that about 480 million of our people are yet deprived of the benefits of this right.

Adult Education aims to serve all those who were forced or who preferred to leave school early, to reach isolated

individuals as well as organised groups, women in their homes and workers in the factories as well as people in their leisure time grouping young adults and not - so young, the village as well as the city. It ranges from learned lectures and formal courses of instruction to a never ending variety of informal activities appealing to feet and hands through dancing and crafts as well as to eyes and ears and feeling through films and music and drama.

Adult Education is not an alternative, it is a necessity.<sup>9</sup> Ignorance and poverty are two fundamental problems. Ignorance is directly related illtracy. And illiteracy breeds poverty. There is a definite correlation between illiteracy and poverty. Its social goals of development that we consider the legitimate role of adult education.

The thinking on adult education is based on the assumptions that

- 1) Illiteracy is a serious impediment to an individuals' growth and to the country's socio-economic progress.
- 2) Learning working and living are in separable and each acquires a meaning only when corelated with others and
- 3) The illiterate and the poor can rise to their own liberation through literacy dialogue and action.
- \*) Adult Education is increasingly being seen in its totality. Liver right and Hay good proposed that "Adult Education is the process whereby persons who no longer(or did not attend)

School on a regular and full time basis undertaken sequential and organized activities . With a conscious intention of bringing about changes in formation, knowledge understanding or skills appreciation and attitudes or for the purpose of identifying and solving personal or community problems.

Berlelsen has simplified the definition of informal educational as any learning experience designed for Adult irrespective of content levels and methods used.<sup>10</sup>

According to United Nation's Educational Scientific & Cultural Organisation (UNESCO) Adult Education embraces all forms of educative experiences needed by men and women according to their varying interest and requirements at their differing levels of comprehension and ability and in their changing roles and responsibilities through out life.

Since Adult Education embraces all organised educational activities for Adults, its content is limitless.<sup>11</sup> The concept of polyrolence is important in Adult Education, since many diverse need have to be met. The term Polyrolence is used to emphasise the need for education to be concerned with the whole life at home at work and in the community.

Objectives : The primary function of Adult Education Programme is that of creating desirable change in people through well-designed learning situations.<sup>12</sup> If this objective is not accomplished all the activity is of no avail. The group can be good, the leader can do his job well and a good programme can

be planned. But unless it has an impact upon the behaviour of the people for whom it is designed. It is an exercise in futility. The focal point of the entire activity of an educational programme must be on learning or changes in the people involved.

Adult Education has only recently begun to seek a separate and special identity, for itself. Although there has been a strong current in the field towards the building of totally separate education all aims and methods, notably in community development the practice in the larger institutions carrying on adult Education has been adoption without adoption. Historically, the education of adults has tended to develop as a series of schools from institutions or organisations whose major function continues to be some other activity. The public schools, universities, the army and industry are obvious examples.

Therefore, there is no surprise in the fact that they should find it not only convenient but economical also to change the methods already in use. Resulting in continuity in the method of learning.

4. MOTIVATION FOR ADULT EDUCATION :

Teaching Adults and Adolescents is different from teaching children. An Adult has a background of accumulated experience, interests and more or less fixed ideas which are often set and opinionated and therefore likely to be resistant

:: 11 ::

to accepting those of others. Hence it is delicate and difficult to induce or persuade an adult to assimilate new thoughts and information prejudices and habits die hard. An Adult Educated needs to be patient and persuasive to tackle the beliefs notions and inhibitions of adult learners. In order to overcome these obstacles, gentle and affectionate approaches need to be used.

Motivation means creation of the desire in the Adult to learn.<sup>13</sup> Interest in learning can be created through meeting. The adults immediate needs. But most Adults often do not recognise and express their feelings and needs. Hence in order to use needs as the focus of motivation. The needs must be identified first. The sensitivities and complexes of the Adults must be recognised and respected and they should be helped to overcome them. Only through thoughtful approaches can interest in learning be created and sustained.

The normal Adult learner is generally not motivated to learn, has resistance to new ideas preoccupied with his problems and hence is less receptive.

Further more he has his own predispositions, attitudes and ideas which are not easy to change.

##### 5. ORGANISATION OF ADULT EDUCATION :

Organisation is very important in every undertaking and especially in Adult Education field. It has to be organised on sound lines so that all the adults in the

country may get benefit from it. Its organisational set up from the village to the central level would be required to tackle the gigantic problem of Adult Education.

1. Village Level : At the village level youth club and Mahila Mandals be organised for their purpose. The village Panchayats, The secretary of the Cooperative Society, if any and the Primary School Teachers should combine their efforts. The Gramsewak should not only concentrate upon agricultural work but also contribute actively and effectively to the programmes of social education, moreover every village panchayat should be to constitute a committee for social education.

2. Block Level : There should be two full time officers at the block level, one man and one woman. The function of the social education officer should be clearly defined in area where the movement is fairly advanced, libraries under the Block Librarian may be set up.

3. District Level : Every district should have a District Social Education Officer whose main job would be to supervise the work of all the social education officers both male and female. They would also give assistance to the Block Development Committees to plan and implement programmes of social education in their areas training the different types of workers in the field of social education and organising night schools. They are also to hold frequent meetings of

U.E.O. and attend staff meeting at the block level as well as the meeting of the Block Development Committees.

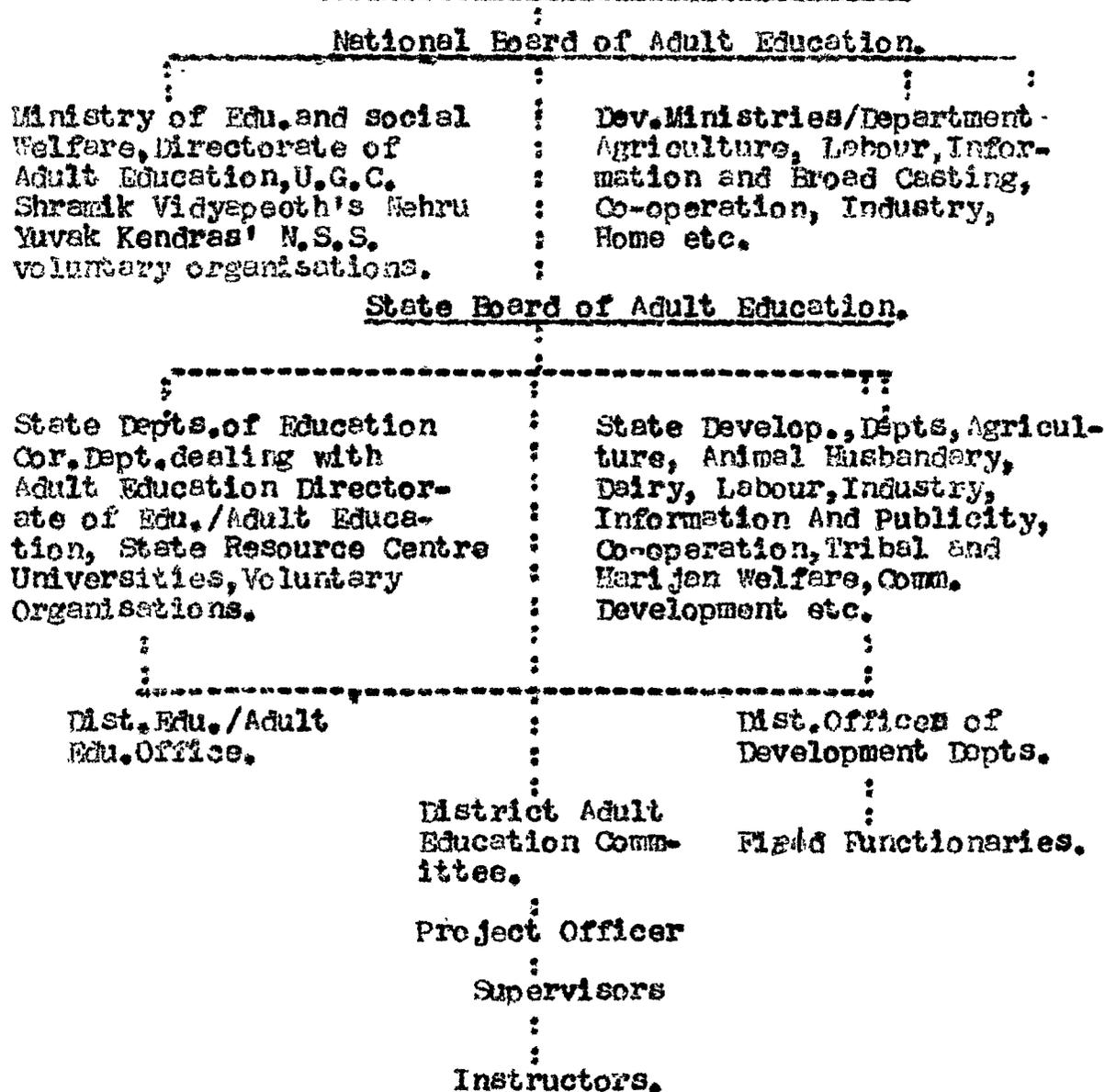
4. State Level : There should be an officer of the rank of a Joint or Deputy Director at the state level to look after the administration of all aspects of Adult Education. A State Board of Adult Education be established. This should be a statutory and autonomous organisation. The formation of State Adult Education Association would be very much desirable which would see affiliation to the Indian Adult Education Association. If needed additional officers may be appointed.

5. Central Level : Ministry of Education is in charge of all the programmes of Adult Education. Some of these programmes are directly implemented by it either through central schemes or through the state Education Department. Some schemes may be under the control of other Ministers the Government of India e.g. All India Radio which carries out several programmes of Adult Education is under the ministry of Information and Broad Casting. The Ministry of Education should co-ordinate all the different programmes. A special division for Adult Education with an officer of the rank of a Joint Secretary in over all charge should be set up. It would be desirable to create a National Council for Adult Education to advise the Government of India in all matters connected with Adult Education.

The Government of India has appointed a working group on Adult Education August, 1977. The working group suggested a functional organisation for Adult Education in the country in the context of the proposed National Adult Education Programme. The functional chart prepared by the working group is reproduced below.

FUNCTIONAL CHART.

National Adult Education Programme.



6. ADULT EDUCATION IN INDIA :

Social education which is also known as Adult Education has been left largely to voluntary efforts. Private efforts has pushed up the scheme in a variety of ways. A number of voluntary bodies have undertaken the work more as service than for remuneration. The literacy house at Lucknow is a glowing tribute to the efforts of Madam Wealthy Fisher who made literacy propagation her life mission. At the national level, there is the Indian Adult Education Association dedicated to the cause of spread of Adult Literacy and Social Education. At the State level, there are also social educational Committees working in the field. The Adult Education Council of Mysore has built a reputation for its substantial work in the field. The Ministry of Education at the centre has also a Directorate of Adult Education,

Work Done Abroad :

This is so far as India is concerned. But even at the International level much attention is paid to Adult Education. The U.N.E.S.C.O. has established a research centre for Adult literacy methods. This centre serves as cleaning house for Adult Education work all over the world. It publishes periodical reports and journals which are of immense value for workers in Adult Education. Besides these seminars, conferences, workshops are organised within and outside the country, on an extensive scale by the U.N.E.S.C.O. and experts in Adult Education take an active part in discussions and formu-

lation of projects for the advancement of Adult Education, continuation education, farmer's education and the like.

Till 1937, there was not much progress in Adult Education. No doubt here and there some work was conducted by social Education workers and some missionaries who are actuated more by religious motives. Substantial work came to be started for the year 1937. This was an era when provincial autonomy came to be introduced in the State. The Congress Ministry came into power and it undertook for reaching reform in education, primary education was given the orientation of basic education. This type of education tries to focus the school as a community centre and thus organise literacy and Co-curricular Programmes. At this time, the Ex-Bombay Government appointed a committee under Dr. Cliftord to study and make recommendation on the Adult Education Programme in the State. On the recommendations of this Committee Adult Government created a provincial Board of Adult Education and appointed Shri. S. R. Bhagwat as its Chairman. The Board suggested that Adult Education work should be left to unaided private enterprise. But in the situation like this Adult Education could not make much head way. In the year, 1945-46 it is reported that there were only 733 classes in the whole of Bombay State (Excluding Bombay City) with an enrolment of 18,000 of whom 10,000 were reported to have been made literate.

In 1947, when the second popular Ministry assumed office, social education activities received a Philip. Regional social Education Committees were formed to replace the old provincial board of Adult Education. A full time Officer with an office was put in charge of each region.

The Committees enlarged the concept of Adult Education. It was no longer adult literacy, but it included in its a variety of programmes such as Bhajans Dramatics, sport etc. It has been pointed out that the concept of Social Education would attract a larger number of persons and at the same time stimulate literacy also. The programmes other than literacy would be of the nature of Informal Education.

Compact Areas :

In spite of this change the progress of literacy was slow. The old rates of remuneration had been revised. The course was divided into two stages - 1st stage and IIInd stage. A duration of four months and a duration of five months were respectively fixed for these classes. A syllabus was drawn up and a I test passed adult was expected to reach primary grade. I while the II test passed adult was expected to reach the standard of primary grade III. At this time a new idea of compact areas for social education was mooted Enthusiastic Primary School Teachers were given a special promotion to work as a Special Officers in charge of these compact areas they were given the grades. They were given a target of 1000 adults of the Ist test and 250 adults of the II test each year since

the special officers were given promotion out of turn, they tried to show some special work in the compact areas to justify their existence . But in 1981 finance came in the way of these special posts.

7. ADULT EDUCATION IN SOLAPUR :

At present there are forty Adult Education classes working only for the development of the slums in Solapur. All these classes have been included in the sample of the present study.

Voluntary as well as Govt. Institutions run Adult Education classes all over Solapur. They concentrate more on the slum but work also in the chawls of the industrial complexes. According to the information from Adult Education Office, The following are the institutions which conduct Adult Education classes in Solapur.

- 1) Amar Bhim Krida Mandel.
- 2) Samati Dynan Prasarak Mandel.
- 3) Urban Community Development Centre.
- 4) Christ Seva Mandir.

There is 50% unemployment observed in the slums. This results to an obvious state of poverty majority of the population belong to Beckward class Community and the women folk tend to remain house wives rather than to earn money for their living. Among the men folk it is observed that there is a trend towards seeking employment regultingly no attention is paid to their

:: 19 ::

traditional occupations. Illiteracy is predominant in these slums and of the few educated dwellers maximum are school dropout who studied upto the IInd or IIIrd standard. Recently Educational complexes like schools and universities have also been actively involved in the Adult Education Programme by the Government.

Adult Education classes are conducted twice per day. One hour during the day and one hour during the evening for six days in a week. The agencies which run these adult Education classes receive Govt. grants for purchase of teaching material as well as payment to teacher. This also includes guest lectures, excursions and film shows and other extra co-curricular activities which are conducted under the banner of Adult Education Programme.

(B)

1. GENERAL CONCEPT OF SLUMS :

Whilst definitions are desirable for the purpose of legislation and treatment of specific areas a comprehensive scientific definition of a slum has often been attempted but it does not achieve unanimous acceptance because of the different historical background, nature and contents of the slums and the variations in the manifestation of the slum phenomena.

The following general description, embodying the chief characteristics applicable to such areas as can be called slums is suggested for the purpose of analysis, classification and selection of specific areas in a city for the treatment of the

slum problem.

A slum may be described as a chaotically occupied, ~~un~~ systematically developed and generally neglected area which is over populated by persons and overcrowded with illrepaired and neglected structures.<sup>14</sup>

The area has insufficient communications, indifferent sanitary arrangements and inadequate amenities necessary for maintenance of physical and social health and the minimum needs and comforts of human beings and the community. There is a general absence of social services and welfare agencies to deal with the major social problems of persons and families in respect of substandard health, inadequate income and low standard of living who are victims of biological psychological and social consequences of the physical and social environment.

Legal Definition of Slums :

In Bombay a slum is defined as an area in which

- (a) The residential buildings are comparatively dangerous or injurious to the health of the inhabitants of the area because of the state of disrepair or sanitary defects unfit for human habitation and narrowness or bad arrangement of streets and,
- (b) The pregoing conditions can be effectively remedied by the demolition of all the buildings.<sup>15</sup>

2. CAUSES OF SLUM :

- a) Slums arises when economic and political development precede physical development, and there is absence of social

organisation to promote adaptability to urban conditions and growth of social consciousness to contribute towards community organisation and development.

- b) Lack of control over immigration and growth of population leading to over population.
- c) Lack of adequate public resources to promote comprehensive development of physical areas and adequate social services and amenities to the entire population.
- d) Inadequate income of slum dwellers and their inability to pay the economic rent.
- e) Inadequate and insufficient municipal administration.
- f) Inadequate programmes of labour and community welfare in areas inhabited by predominantly labour population.
- g) Absence of health education and community welfare service and welfare agencies in areas predominantly occupied by low income groups.
- h) Higher prices and non availability of important basic raw materials for house construction.
- i) Unplanned and haphazard industrial growth and location leading to the development of industrial slums.
- j) Absence of adequate and cheap transport facilities leading to the congestion of population near places of employment.

3. SOCIAL CONSEQUENCES OF SLUM DWELLING :

- a) The serious consequences of slums on human health and physical fitness which endangers the growth vitality and efficiency deserves the highest attention. Malnutrition and under development, non availability of pure and clean food articles inadequate space and facilities of cooking and lack of <sup>storage facility</sup> are the first causes.
- b) Unsatisfactory sex life leads to an deteriorates human relationship producing neurosis and psychological, maladjustment to family life and environment.
- c) Family disorganisation is a consequence of the physical environment, economic conditions and family maladjustment and behaviour.
- d) Loss of status and dignity of the woman with few opportunities for self expression in the family and community environment, leading to social disorganisation of the physical environment.
- e) Absence of health, play and opportunities for growth and education, practically destroy the possibility for health and balanced development of the child.
- f) Absence of right physical and family background and education often lead to demoralisation of youth, gangsterism, delinquency and social vice from an easily age. This factor is responsible for the loss of social efficiency on the part of the country.

g) Slums and poverty are interrelated. Poverty leads to residence in slum areas. The consequeness of slum life and poverty reduce earning ability and employability. The psychological consequences of poverty retard growth and lead to social vice.

h) There is smothering of talent skill and even genius in the slum due to the absence of adequate residential facilities and opportunities for cultural expansion. Absence of physical recreation impairs health, prevents the release of energy and contributes towards physical and mental demoralisation.

i) Social vices are evident in the slums in different degrees, drinking, gambling, gangsterism and even prostitution are consequences of all aspects of slum life and poverty.

4. HEALTH ASPECT OF SLUM DWELLING :

The consequences of slum dwelling on the community are profound. The health of the individual is the first casualty, the general death rate and the infertile mortality rate are abnormally high. Decent family life is virtually impossible, human degradation is in abundance. Facilities for healthy recreation and extremely meagre, so are educational facilities. Resultingly the physical and intellectual advancement of the individual suffers. The squalid environment and houses unfit for human habitation in fact it breeds a slum mentality amongst the inhabitants.

The way out must involve not only on improvement in the physical conditions around but also a vitalising of the community in its social out look. An intensive campaign of education, not merely in the form of literacy but in all the variety of ingredients which constitute to make a good community life, must be launched. Such a campaign must also cover the following important ingredients.

- A) Youth organisation and welfare.
- B) Training of personnel in the community for community service.
- C) Community health.
- D) Social Education.
- E) Community recreation.
- F) Children and woman's welfare activities.
- G) Family and youth counselling services.

Taking these aspects into consideration the Union Government finally launched on a nation wide massive effort to educate and make self reliant the adult illiterate. In 1978, the National Adult Education Programme was started. At this level the Adult Education Programme was distinctively made functional so as to include the above mentioned aspect of individual as well as community development. Thus the terms functional literacy was created. A Committee of expert on literacy convened by United Nations Educational Scientific and Cultural Organisation (U.N.E.S.C.O.) defined functions of literacy as follows.

"A person is functionally literate when he has acquired essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and whose attainment in reading, writing and arithmetic makes it possible for him to continue to use those skills towards his own and the community's development."

The syllabus in functional literacy should therefore aim at making the learner functionally literate by enabling him to grasp the ideas presented in written form, to think over them and to react to them and be able to present his ideas orally and in writing. Alongwith the attainment of skills of reading, writing and accounting he should be able to have some elementary knowledge of his environment his health his family, his society, his country and his duties and rights as a citizen, voter, producer, consumer, parent and tax payer etc. Some little knowledge of all these aspect of life is essential for everyone for effective participation in social and community affairs and for living a happy life.

In other words, it was noted that the literacy content of the National Adult Education Programme should be so oriented that it should help the adult learners in improving the quality of their life and in contributing to the country's development? to bring the desired social and cultural change and to remove obstacles in their living and working conditions.

=0=0=0=0=0=  
=0=0=0=0=

REFERENCES.

1. Bhatiya K.K., S.Sharma, .  
Modern Indian Education & Its Problems. : P.213
2. Rajamai, P.Devadas,  
Planning & Programming Adult Education. : P.3
3. Ibid, : P.3
4. Hebsur R.K., J.Aikire, J.Hendriques.(T.I.S.S.)  
National Adult Education Programme in  
Maharashtra - An Evaluation. : P.12
5. Lyra Srinivasan,  
Nonformal Adult Learning. : P.35
6. Bhatiya K.K., S.Sharma.  
Op.Cit., : P.214
7. Bhole H.S.,  
Research Needs In Adult Education. : P.20
8. Miller L.H.  
Adult Education - A Perspective. : P.22
9. Kundu C.L.  
Adult Education - Principles Practice  
& Prospects. : P.12
10. Bertelsen. P.H.  
Adult Education A Position Paper. P. 12
11. Kundu C.L.  
Op,Cit., P. 7

12. Hebsur, R.K., J.Aikara., J.Hendriques(T.I.S.S.)  
Op.,Cit., : P.18
13. Rajmal P. Devadas.  
Op.,Cit., : P.9
14. Report of the Seminar on Slum Clearance,  
Bombay. The Indian Conference of Social  
Work. : P.9
15. Ibid, P. : P.14

==00==00==00==00==