

CHAPTER 2

REVIEW OF LITERATURE

The present study deals with the impact of Rural Functional Literacy Programme (RFLP) on rural women of Jorhat district of Assam.

While reviewing the literature available, the investigator has found that very few studies have so far been conducted directly on the impact of RFLP on women or men or both sexes combined. So, the investigator, has reported those studies which are directly related or somewhat related to the present study in this chapter.

The studies which have been used for reviewing in the present study are divided into the following three categories:

2.1 Studies concerning the impact of adult education programme.

2.2 Studies concerning the evaluation cum impact of adult education programme.

2.3 Miscellaneous studies.

2.1 Studies Concerning the Impact of Adult Education Programme

Venkatiah (1977) studied the Farmers' Functional Literacy Programme (FFLP) on the participants in Andhra Pradesh with the aim of assessing the accomplishment of the participants of

the programme in literacy skills, knowledge in agriculture and attitudinal changes towards improved practices of agriculture and adult literacy. The sample consisted of 540 adult farmers for the experimental group from 6 villages of 3 blocks of Andhra Pradesh who attended the FFLP in 1974-75. The control group consisted of 270 illiterate farmers who did not attend the classes from 18 villages of the same 3 blocks from where the first group was taken.

He found that the programme of FFLP was efficacious in 3 areas - developed literacy skills in different degrees, improved knowledge in modern agricultural practices and changed the attitudes towards improved agricultural practices and adult literacy.

Braham Prakash (1978) conducted a study on the impact of functional literacy in the rural areas of Haryana and the Union Territory of Delhi. The aim of the study was to find out the impact of the programme on the farmers with relation to their knowledge, attitude and adoption behaviour towards High Yielding Variety (HYV) programmes besides their attainment in the skill of literacy.

It was an experimental study and there were 594 male and female participants of the programme who attended the classes in 1974-75. The control group had 200 illiterate adult farmers of both sexes who did not participate in the Functional Literacy Programme.

There were significant differences between the gain in both the sexes and both the control and experimental groups with respect to all the three variables, except the respondents of the age group above 35 years, regarding HYV. It was found that there was an overall positive and significant change. Knowledge about package of practice, regarding HYV programme, was found to be associated with their attitude towards HYV but not with adoption behaviour. In proficiency in literacy skills, the experimental group acquired skills in all the 3 sub-aspects of literacy, namely, reading, writing and arithmetic.

Shah (1978) conducted a critical study of the programme of Non-formal Education (NFE) in Baroda city of Gujarat State and its impact on the community. The study aimed at finding the methods and media used in the programme and whether benefits were gained by the weaker sections of the community for whom the programmes were conducted. It was found that very few group methods were used and only one communication media, namely, books was used for the learners in the programmes. The impact of the programmes on the learners in literacy and numeracy skills was low, and knowledge in nutrition was average. The impact regarding use of leisure time and activities related to supplementary income was good. The overall impact of knowledge regarding family planning was reported to be average and knowledge in personal health was high. However, knowledge was higher than practice.

Chaturvedi and Braham Prakash (1983) studied the impact of Functional Literacy Programme in rural areas near Delhi. The aim of the study was to find out the impact of Functional Literacy Programme on farmers, their knowledge about practice of cultivation of High Yielding Varieties (HYV), their attitude towards HYV, adoption behaviour and attainments in 3 Rs. Sample consisted of 298 male farmers and 296 females and they were divided into 3 age groups, 15-25, 26-35 and above 35 years of age.

The farmers of the experimental group changed in the level of knowledge and achieved much better knowledge in test. Gain in knowledge was higher among men than among women. The respondents of both the sexes in all the age groups changed favourably the attitudes towards HYV except the males of 35 years and above. Significant impact on change of adoption behaviour towards HYV was seen in case of male respondents of 15 to 35 years of age group and in females of 15 to 25 years of age group. Younger age group (15-35 years) achieved a higher standard in reading, writing and numeracy in the aspect of literacy than the older (above 35 years) age group. The older group of the respondents had poor motivation and comparatively lesser retention than the respondents of younger age group. Females were found more conservative than males in changing traditional practices and adopting new techniques in agriculture. Younger age group did better than the older, regarding knowledge, attitude and adoption. Male learners did better in arithmetic than female and the female respondents proved to be better in reading and writing skills.

Seth, Mehrotra and Roy (1983) studied the impact of Functional Literacy Programme (FLP) on adult women in Delhi with an aim to see the progress of learners in literacy skills, namely, reading, writing, and numeracy. The study also assessed the relationship between the progress in skills of literacy and the participation of the learners in FLP classes. The respondents were taken from 9 centres run by 3 voluntary organisations. The study revealed that a positive slow change was taking place among the learners. Those who progressed in literacy skills were more motivated to continue the classes and those whom the teacher gave practical work showed improvement. They were more motivated in counting than reading and writing.

Vasudeva Rao (1983) studied the differential impact of the National Adult Education Programme (NAEP) in Visakhapatnam district of Andhra Pradesh. He found that although 67 per cent women were illiterate in Visakhapatnam district, only 25 per cent of the total enrolment in the centres were women. Training of the adult education functionaries was not considered to be important by the authority. Only 16 per cent enrolled illiterates achieved proficiency in literacy. Functional knowledge of modern developments, agriculture, banking and savings was found very low. Level of awareness of the respondents was very high in social issues, moderately high in health and family planning and average in political issues. Male sex, younger age, joint families, unmarried status,

higher income, occupational levels and regular attendance were positive factors in the learners' performance. The performance of the learners also depended upon the background of the teacher and the nature of the agencies.

Vasudeva Rao (1984) conducted a study on the impact of attendance on learners' achievement of adult education programme in Visakhapatnam of Andhra Pradesh, to find out the relationship between the learners' attendance and their achievement with regard to literacy skills. He found that the attendance and the learners' achievement were positively and significantly related to each other.

A positive relationship was observed between the learners' awareness with regard to social, political and medical subjects and the extent of learners' regularity in attending the classes. Social awareness of the learners was generally influenced by the regularity with which they attended the adult education centres.

Reddy (1986) conducted a study to find out the impact of mass media on neo-literates of Chittoor district of Andhra Pradesh. The study revealed that mass media like radio, cinema, advertisements, filmshows and extension education programmes played an effective role in adult education in creating an educational environment for the adult neo-literates both for retaining their literacy skills and up-dating their functional skills. Entertainment programmes and such programmes which

increase awareness and provide information about occupation were more popular among the adult learners.

Vasudeva Rao (1986) conducted a study to find out the impact of Adult Education Programme on women's performance in literacy, functionality and awareness. The sample comprised of 257 male and 173 female learners in Visakhapatnam of Andhra Pradesh.

It was found through the study that the female learners were best in literacy skills of writing names and reading sign-boards and poor in reading newspapers and filling up forms. The female percentage was significantly less in all aspects of reading, writing and arithmetic except in additions and subtractions, compared to the males.

Regarding functionality, it was found that female learners had best knowledge in banking services and poor in occupational skills. In case of occupation, saving and banking services, women had significantly less knowledge than men. Regarding agriculture, males and females were equal.

Majority of the female respondents were keenly aware about the aspects of medical facilities, vaccination, certain social problems, banking services and advantages of savings. Their awareness was poor about symbols of political parties and names of elected leaders. They had significantly lesser awareness than men regarding the issues included in the study.

2.2 Studies Concerning the Evaluation cum Impact of Adult Education Programme

Prasad (1967) studied the literacy and development of the villagers in Varanasi of Uttar Pradesh. The aim of the study was to find out the level of literacy and its pattern among villagers, to motivate them to literacy and also to find out possibility of starting programme in future.

He stated that the percentage of literacy among men was 48 per cent and women 11 per cent. Percentage of literacy among high caste was higher than the lower castes, but level was not higher than junior high school level in most cases. There were not many people from the literates who were employed. Thirty-seven per cent of literates were gainfully employed. The reasons for illiteracy were abject poverty, backwardness and so on. Great enthusiasm was indicated for literacy classes by the adults.

In the year 1969, the Planning Commission, Government of India conducted a study to evaluate the achievement of the literacy programme in 63 villages of Maharashtra. Twenty neo-literates from each village were taken as sample of the study. The programme which was evaluated was conducted by the Gram Shiksha Mohim of Maharashtra. They aimed at finding out the retention of literacy and change in outlook of the neo-literates.

The people who attended the classes became education-minded and became eager to send their children to school.

Gradual awakening and change in the outlook of women were found. The people became conscious of social matters. General development of reading newspapers and awareness regarding changes around the world was seen. Leadership was developed to some extent and they became self-reliant and cooperative. They became plan conscious and developed a willingness for working together. On the other hand, lack of motivation to become literate was observed among adults. The illiterates did not find any need for becoming literate. They considered their pre-occupied work more important and so did not feel the need of literacy.

The Gandhian Institute of Studies (1969) evaluated the literacy project in Gandhian villages in the districts of Darbhanga and Mirzapur of Bihar. In each district 100 schools were taken as sample for the study.

The result of the study was that the level of literacy among adults rose from 7 per cent to 19 per cent after conducting the literacy classes. Comprehension in reading and speed of learning showed a steady progress. In comprehension the learners of Darbhanga had a distinct edge over their counterparts in Mirzapur. Such disparity was not evident in speed of reading.

Singh (1970) undertook a study to find out what motivates the adult learners to learn literacy skills and how they utilize the skills learned. Two villages of Lucknow, Uttar Pradesh were

taken for the study, one from outskirts of Lucknow city and another from very interior where urban facilities were not easily available. Eight adults from the first village and 6 from the other who retained the literacy to some extent, were selected for the study. The study revealed that a large majority of the learners in both the villages were 15-50 years of age and of middle caste groups. The learners were motivated to become literate as they wanted to be able to write their names, read sign-boards or tables, to recite religious books or copy songs to sing in singing parties, to get benefits out of their literacy skills. The learners used their literacy skill in their job or occupation like by signing papers instead of thumb impression whenever needed. They also read newspapers.

Prasad (1971) studied the functioning of literacy programme and the level of application of literacy knowledge by the neo-literates. Seventy-eight schools were taken for the study.

He found that the percentage of literacy rose from four to nine in certain areas in a Gramdhani village, under Diddhi Tehsil of Mirzapur, Uttar Pradesh. There was a desire among the adults for education. The knowledge gained in agriculture, health, credit and so on was not applied fruitfully by the learners. Women were lagging behind men in enthusiasm for education. Neo-literates had less functional knowledge than

their primary school counterparts.

Shankar (1972) compared the impact of two adult literacy programmes in Lucknow district of Uttar Pradesh. He conducted an experiment in functional literacy teaching through Naya Savera Method which was developed by Literacy House, Lucknow. He took two experimental groups for the study and one control group. The literacy programmes of the experimental group were, one of 9 months and other 6 months duration. The courses were the same for both groups. It was found that the respondents who participated in the 9 months programme showed greater gain in average reading speed compared to the participants who participated in the programme of 6 months duration.

Directorate of Adult Education (1973) conducted an evaluation study in Lucknow district, Uttar Pradesh with the aim of determining the extent to which the objectives of Functional Literacy (FLIT) were achieved. The data were collected through literacy attainment tests and an interview schedule.

The functional literacy programme was directed to small under-privileged farmers in the age group 15-35 years. The effect of literacy was quite satisfactory - only 9 per cent were unable to read, 80 per cent could write at an average speed of 2.87 words per minute. Twenty-eight per cent of the respondents could fill in a farm plan very well and without help, 23 per cent were unable to solve sums, only 12 per cent could solve correctly. Increase in agricultural knowledge

about wheat was observed significantly higher in the experimental group than in the control group. The same was the fact with respect to awareness, interest and adoption of HYV seeds and practices in other modern techniques. The attitudes towards literacy education, material facilities and contact with extension workers and use of radio were also the same.

Bikaner Adult Education Association (1973) conducted an evaluation study to measure the progress made by adult education classes organised in the rural areas, which was sponsored by the Government of Rajasthan and World Literacy of Canada. It was found that the project could fulfil the genuine need of the target group. Regarding literacy achievement, women performed a little better than men. Sixty-five to 80 per cent of the learners acquired necessary skills of 3 R's. A large group of learners were agriculturists, next to them industrial workers and last were the self-employed weavers. The adults were indifferent towards learning as they had doubt about utility of literacy, centres were unattractive and teachers were not inspiring type. The main reason of drop-out was clash between their job hours and class hours. The neo-literates used their literacy skills in reading letters and newspapers, writing letters and maintaining their family accounts.

Agnihotri (1974) conducted a study on evaluation of the programme of adult education in operation under the pilot plan in Wardha district of Gujarat. The aim of the study was

to find out the extent of positive achievement of the programme and to find out the wastage in the field. It was found from the study that 17 per cent of males and females in the age group 15-20 who were involved in the programme were immature and unstable. Fifty per cent males and 41 per cent females of 21-31 years of age were enthusiastic and ambitious. Thirty-one per cent males and 45 per cent females of 36-55 years of age were well balanced regarding all aspects of the programme. No change was found in the standard of living of the villagers. Their negative attitude remained unchanged. Sixty-eight and 66 per cent males and females respectively, were found aware about cleanliness of children. They started understanding the advantages of scientific methods of cultivation.

Talukdar (1975) studied the adult education programme conducted in Assam during post-independence period. The aim of the study was to identify the narrow outlets of administration that impeded and the difficulties faced in organising the adult education programme. He pointed out that the provision made for the adult education programme was inadequate for a rapidly growing population. Audio-visual aids supplied to be used in the classes were not sufficient. There were few mobile vans equipped with aids and they were not properly maintained. Lack of coordination was found among various concerned departments. Hurdles were created in smooth working of the programme as a result of dual administration of adult education by the State Education Department and the Community Development

Department. There was hardly any provision for functional literacy or any evidence of follow-up programme. Programmes had to be stopped during rainy season due to the communication problem and lack of transport facilities.

Roy and Kapoor (1975) conducted a study to find out the amount of retention of literacy among men and women of adult education programme in Delhi. They found that ex-literacy class adults were more susceptible to relapse into illiteracy than the school leavers. Rural adults of ex-literacy class showed more lapses ~~than their~~ urban counterparts. The proportion of men relapsing into illiteracy was the same as that among women. It was also found that for retention of literacy skills, at least 4 years of schooling or grade III literacy training was necessary.

Panwar (1978) intended to find out through a study the overall impact of short duration agriculture training on farmers' learning and life, particularly to see the gain in functional knowledge and change in attitudes.

The study revealed that there was significant gain in knowledge in all the areas of farming included in the course. Significant changes in attitudes towards High Yielding Varieties (HYV) of seeds, use of fertilizers and plant protection were also observed. There were no significant effects of age, caste, size of land holding, education, and socio-economic status on gain in knowledge. The majority were satisfied with duration, adequacy and method of training.

Khajapeer (1978) studied the academic performance of the participants of Farmers' Functional Literacy Programme (FFLP) in relation to some socio-psychological factors in Visakhapatnam of Andhra Pradesh. He found that age, caste, per capita income, marital status, and family type were not significantly related with the academic performance of the learners. Newspaper reading, radio listening, participation in formal and non-formal organisations, contact with agricultural extension agents were positively related with the academic performance. Academic performance and conservatism, fatalism and authoritarianism had negative correlation while achievement, motivation, literacy and improved agricultural methods were positively related with academic performance of the learners.

Council for Development of the Scheme of Functional Literacy for Adult Women (1979) conducted an evaluation study in Bihar. It was observed through the study that after participating for more than two years in Functional Literacy Programme, 55 per cent of the learners could not read even the alphabets, 74 per cent were not familiar with numbers, and 68 per cent could not write their names.

Sarkar (1981) studied the development of females in family life in rural areas of Murshidabad, Nadia and Birbhum of West Bengal. The aim of the study was to examine the development of literacy among the females of different social groups living in 47 villages of West Bengal. The married women of less than 50 years were taken for the study.

Ten per cent of the wives in family life were educated above primary school standard. Among them only 3 per cent were Muslim. The yearly growth rate was 1 per cent in education among the women in rural areas which were far from Calcutta. The growth of education among higher caste Hindus was the highest and among the Muslims the lowest. Higher caste Hindu wives were more motivated to accept educational development due to urban influence but Scheduled Caste women were less motivated. Educational disparities were found among the 3 Hindu social groups.

Xavier Labour Relations Institute (1981) conducted an evaluation study to find out the performance of the National Adult Education Programme (NAEP) at the Amarpur block in Bhagalpur district of Bihar. Thirty-two centres were taken for the study. Five learners, 1 drop-out and 1 instructor were taken from each centre.

The study revealed that 13.5 per cent of the learners had previous schooling while 86.5 per cent of the learners had never been to school before joining the adult education centres. Learners were satisfied with most of the facilities except seating arrangements. A little less than half of the learners joined the classes to learn to read, write and compute. The attitude of the learners towards Adult Education Programme (AEP) was favourable. A big majority of the learners were encouraged to join the classes by functionaries. Majority

of the learners did not face difficulties in following the teachers. Most of the learners prepared lessons at home.

Regarding literacy achievement, learners were fair in reading and writing but poor in arithmetic. Some learners increased earning by applying the knowledge of literacy skills. Learners were aware about social, economic, political and cultural matters. Awareness about government facilities, like rural bank, cooperative societies, family welfare, block development office of the locality was very low.

Srivastava and Rawat (1982) studied the attitude of Harijan women from urban and rural areas towards education in Tehri city and nearby villages of Tehri district, Uttar Pradesh. The objective was to compare the attitude among urban and rural Harijan women. A total of 140 Harijan women were selected for the study - 55 from city and 85 from villages. From the total women, 28 were literate and 112 were illiterate.

The study revealed that Harijan (Scheduled Caste) women of city area had better attitude towards education than the women from nearby villages. Those who were literate showed more favourable attitude towards education than the illiterates. Improvement in interest for education was found among all the Harijan women of city and villages. Both the rural and urban women improved in their belief about value of education. Myth was found to be adversely affecting Harijan women's dimension of attitude towards education.

Council for Social Development (1982) studied the Functional Literacy Programme (FLIT) of Integrated Child Development Services (ICDS) in Kathura of Haryana. The study included phase I and phase II. It was designed to assess the FLIT components of the ICDS in the area through the impact on the learners during the interval between the two phases. In the first phase, 59 per cent of the participants were in the age group 15-35 years and nearly 80 per cent were illiterate and the attendance was about 50 per cent in FLIT classes. The textbooks used were the same as those used in class I in primary schools of Haryana. Very few visual aids were used in teaching the adults. In the study of phase II, participants did better in the attainment of literacy skills. In the area of family planning more participants were aware of permanent methods of total prevention of child birth. The awareness about methods of health and hygiene could not be achieved adequately. The materials supplied to the FLIT centres were not suitable for the adult women.

Natarajan (1982) conducted a study to evaluate the National Adult Education Programme in eight blocks of selected districts of Bihar. The aim of the study was to evaluate the performance of the programme to find out the attainment of literacy, functionality and awareness. Both qualitative and quantitative evaluation of the programme was done. Eighty sample centres from each block were taken in such a way that equal number of representatives from each centre both sexwise

and community-wise was included. Five learners and one instructor were taken from each sample centre.

It was found that the programme failed to attract the learners of upper age group, that is, 25-35 years. Lack of adequate participation of female, Harijans and adivasis was found. Lack of motivation was seen among the learners as a result of lack of attention paid to the functionality and awareness components in the programme. Though the learners benefitted in every day life, the programme did not help them adequately to raise their income. Awareness about legal age of marriage, voting and available government facilities was low. Performance in arithmetic was poor among literacy skills. Majority of the learners joined the centres to learn reading, writing and arithmetic. The learners were satisfied with classroom facilities except seating and lighting arrangements.

Xavier Labour Relations Institute (1982) undertook a study in Orissa to evaluate the performance of the Adult Education Programme taken up by the voluntary agency of Jana Kalyan Samiti. Eighty-eight per cent of the learners belonged to cultivator class. Their median age was 28.9 years and none was below 15 years. Seventy-seven per cent were married. Their median monthly income was Rs. 150 or less, and family size was five. Women of 15-35 years of age formed a substantial section of illiterates. Eight per cent of them joined school during their childhood and continued at least 2-5 years. They had to leave the school due to family pressure.

Most of the learners were satisfied with physical facilities they had in the adult education centres. Eighty-nine per cent joined the literacy classes to learn to read and write. Most of them did not know about the scope of the programme. More than half of the respondents felt that their teachers were quite helpful but a little less than half of them reported that they faced difficulties in the classes. Ninety-six per cent expressed opinion that they would come to the centre for further education if opportunity was given to them.

The overall performance in literacy in reading was fairly satisfactory, but an improvement was needed in writing and simple calculation. Majority reported that the programme helped them in improving earning and benefitted them in every day life. In case of awareness, the learners were conscious that caste rigidity was futile, and dowry acceptance was illegal. They reacted favourably to family planning/welfare programme and knew about benefits of savings. Awareness about local problems was high but lack of suitable materials, trained teachers and short duration of the programme - were reported to be hampering factors in increasing awareness and functional development. Majority of the drop-outs reported that family problems compelled them to leave the centres.

Council for Social Development (1982) studied the Functional Literacy Programme (FLIT) of Integrated Child Development Services (ICDS) of Myllem of upper Shillong in Meghalaya to provide a report on the status of the programme

of FLIT, guidelines for its improvement and bench mark data for future use in evaluation. The Council pointed out that nearly half of the respondents were very poor in reading, majority of them could not write and a little less than half could not identify numeracy. On the other hand, 16.5 per cent could read correctly, 27 per cent could write the name of common objects and only 2 per cent obtained maximum score in arithmetic. Regarding awareness, knowledge gained in various items of maternity care, the percentage of participants ranged greatly. The lowest awareness was about family planning. Awareness about child care, health and hygiene was found satisfactory. Regarding functionality, participants were engaged in different types of income-generating activities. Lack of suitable and easily accessible centres and inconvenient timing of the classes affected the attendance of the learners. inadequate honorarium of ICDS staff and other financial barriers affected the success of the programme. Primary health centres were not within the reach of majority of the learners. So, they could not avail of their services when needed. Lack of inter relationship was found between Anganwadi workers, village leaders and the learners.

Lakshmi Narayana (1982) conducted a study on adult education among tribals of Visakhapatnam district of Andhra Pradesh. The aim of the study was to find out problems of adult education in the tribal areas and the impact of the National Adult Education Programme on achievement of the participants in

reading, writing and numeracy and the functionality of the programme. It was found from the study that 46 per cent of the learners attended the classes for 61 per cent of the working days, and 16 per cent attended 41 to 60 per cent of the working days. Seventy-three per cent of the learners had never attended the school previously. Seventy-three per cent of the learners did not attend the classes of adult education due to heavy work and 50 per cent due to illness. Sixty-four per cent attended the classes to gain knowledge on agriculture and 53 per cent to learn about health and hygiene. Eighty-two per cent learners reported lack of reading and writing materials in the centres. A big majority had attained good competence in environmental knowledge, speaking, reading and copy writing skills. About 50 per cent showed function of good ability in self-expressional writing. One fourth of them were found good in arithmetic skills but not in functional arithmetic skills.

Aikara and Henriques (1983) made a triple stage study on the achievement of the Adult Education Programme (AEP) in Maharashtra. Their study indicated that a large number of adults were not benefitted from the programme especially regarding literacy skills. A few illiterate adults were able to read, write and count. The gains in functionality were much higher than those in literacy. Improvement in social awareness was same as that in literacy. The learners performed better during the first six months of attending the classes of AEP

than the later six months in functionality and awareness. At the end of the programme, achievement in literacy was much lower than in functionality and awareness. It may be because it is easier for the learners to acquire knowledge in the area of functionality and social awareness than to learn the skills in literacy. This may be attributed to the chronic absentism prevalent in the case of adult learning.

Aikara (1984) conducted an evaluation study of Adult Education Programme in 12 districts of Maharashtra. In the study 578 male and 434 female adult learners were compared with 398 and 388 students of standard III and IV, respectively. In literacy achievement, reading, writing and arithmetic, less percentage of learners achieved average score than the school students. On the whole, the learners could not achieve even the level of standard III in literacy. The learners achieved significantly higher level of functionality and social awareness than the potential learners. Some individual and adult education centre factors were correlated with the achievement of literacy, functionality and awareness. The individual factors were like sex, age, prior schooling and adult education centres factors like supply of learning materials and teachers' education.

Seth (1984) studied the motivation in adult learners who participated in the Functional Literacy Programme in Delhi. She stated that significant relationship existed between the main occupation of the family and the attitude of the learners

towards literacy. As a result of the programme, a little social awareness was found among the learners. Relationship between the gains in literacy and continuity of participation in the programme was found.

Chouhan and Rai (1984) studied the attitude of tribal and non-tribal farmers towards adult literacy and improved agricultural practices in the villages of Girwa, Shadola and Kherwada of Udaipur district of Rajasthan. Two hundred farmers were selected for the study. The study revealed that the attitude towards both the adult literacy and the improved agricultural practices was significantly more favourable among non-tribals than tribals, adopters of new maize technology than the non-adopters and among small farmers than the marginal farmers.

Aikara and Henriques (1985) conducted a study of Adult Education Programme in Maharashtra to examine the retention of literacy, functionality and social awareness. The sample consisted of 95 adults out of which 18 were women. Those who were contacted were either in the first appraisal or in the second appraisal and those who had scored 80 per cent and above on the literacy test that time. The study covered 6 districts of Maharashtra.

The study revealed that among the literacy, functionality and social awareness, retention was the lowest in literacy skills of reading, writing and arithmetic and high in functionality. Most of the adult learners retained their

knowledge in functionality. The trend was that adults gradually lost their skills in literacy and knowledge in social awareness. They improved only in the knowledge of functionality.

Ganguli et al. (1985) evaluated the Rural Functional Literacy Programme (RFLP) in Shikaripara block and State Adult Education Programme (SAEP) in Kathikund block of Dumka district in Bihar. A total of 290 learners, 150 from RFLP and 140 from SAEP were taken for the study. They belonged to 30 centres from Shikaripara and 28 from Kathikund block respectively.

Female learners were 32 per cent and majority of them were from Scheduled Tribes (ST). In Shikaripara 21 and 10 per cent of the learners were Christians and Muslims, respectively and they all were women. In Kathikund, only 8 per cent learners were Christians. Most of the women did not attend school previously.

The study revealed that in Shikaripara, the learners joined the classes to learn reading and writing skills. They were motivated to join the classes by instructor in both the blocks. In RFLP family members also contributed. Supervisors and village leaders helped to join SAEP. The learners of SAEP did not know about usefulness of the programme. Most of the 29 drop-outs left the classes due to family problems. Some learners gave the reason that the instructors came to the classes drunk.

In literacy achievement in reading and writing learners were not so poor. The RFLP female learners achieved better level in reading than SAEP male. Majority of the women of RFLP did well in writing. In arithmetic, they were poor compared to reading and writing, but on the whole, the result was not bad in 3 R's. Tribals did not change their traditional methods of work. They spent their leisure time at ease. Regarding awareness, the achievement was poor in both the blocks. About functionality, also achievement was poor.

Aikara (1985) evaluated the Adult Education Programme in Maharashtra to see its effectiveness. A total of 843 adults from 228 Adult Education Centres (AECs) were taken for the study from Bombay, Kankan, Marathwada, Desh and Vidarbha. The study revealed that 20 per cent learners left the AECs attaining the skills of literacy. Out of them, 50 per cent could be considered to have retain the literacy skills as revealed by the retention study. Very few respondents could read, write and compute correctly. Only a single adult, scored 100 in literacy. The average literacy score of the adults was less than the students of standard IV.

Regarding knowledge of functionality the achievement was found very low. Awareness among the learners was also found poor.

Sharma and Patel (1986) conducted an empirical study on Adult Education Programme in Chandigarh. The aim was to find

out the attitude of the learners towards the programme and its components and whether the programme was beneficial to the learners and the community or not. The attitude of both the sexes was found favourable towards AEP. Female learners showed more favourable attitude towards literacy than male. Male learners showed more favourable attitude towards functionality and awareness as compared to literacy. No significant differences were found in the attitude of female learners towards literacy, functionality and awareness.

Shah and Sivalaxmi (1988) studied the problems faced by the "Each one teach one" scheme instructors in Baroda and Padra talukas in Baroda district of Gujarat. They found that two third of the respondents faced motivational problems. Higher percentage of respondents demanded incentives. Little more than 50 per cent of them were irregular due to inconvenient timings. One third of the instructors reported the problem of spending extra money on transportation.

Considerably higher percentage of the male respondents than female respondents reported that they did not get respect from the learners and parents were not willing to send them to teach. Language problem was reported by majority of the females but less than 50 per cent of males. The young group reported of problem of not getting respect from learners and that parents were not willing to send them to teach the adults. Middle age group of respondents reported the problem of course duration being too long. Higher per cent of older age group

(22-29 years) reported lack of cooperation from the learners' family members and 30-45 age group reported of spending extra money in transportation to reach the destination. Much lower than one fifth (14-18 years) reported language problems.

Shah, Joshi and Pande (1988) reported about the experiment of "Each one teach one" scheme taken up in the department of Education and Extension, Faculty of Home Science, Maharaja Sayajirao University of Baroda. There were 22 learners being trained by the students of the department. At the time of first test there was 1 drop-out and at the time of final test there were 2 more drop-outs. The final test was taken by 19 learners, out of which 60 per cent passed in first, second and third division. Forty per cent of the respondents failed.

Learners performed poorly in oral test among all three sections of oral, written and numericals. Half of the learners failed in oral test but they performed well in writing as 45 per cent got first division.

Chakravorty (1988) conducted an evaluation study of the scheme of Functional Literacy (FLIT) for adult women in Chhota Udepur Taluka, Baroda district of Gujarat. A total of 156 learners of 15 Aganwadis were selected for the study. The study revealed that learners' performance in literacy skills was very poor due to irregularity of attendance. More than half of the learners could not read even a sentence. More learners did better in comprehension test and in writing skills.

They achieved medium awareness. They knew about family planning methods, vaccination, health and hygiene, political matters and available health facilities. The learners realised the value for educating their children. Regarding functionality, they cleaned the surrounding of their houses and a few kept poultry and earned money by selling eggs. Teachers failed in motivating the learners as the teachers were disinterested due to irregularity of payment, non-availability of materials and supervision. Teachers needed more training in sanitation, child care, first aid, nutrition and population education.

Caste restriction, time and family problems were the reasons for not attending the classes of the non-beneficiaries. A few women among non-beneficiaries could not attend the classes as their husbands did not like that their wives should study.

2.3 Miscellaneous studies

Naik (1963) conducted a study to find out the reading interest and abilities of adolescents and adults. The study revealed that newspapers were the most popular reading material among books, magazines and newspapers. All age groups gave less time to magazines and as age increased the reading interest decreased. Older age group liked to read serious reading materials. Lack of interest was found among all age groups towards professional literature. Sports and films were very popular themes upto the age of forty.

Literacy House Lucknow (1969) conducted a study in Bagiamau village of Yousuf Nagar in Uttar Pradesh. The study was with 42 functionally literate declared adult males. It was found that 40 per cent had relapsed into illiteracy and 35 per cent could read to some extent but could not write even their names. Remaining 26 per cent made considerable improvement in the use of literacy.

Bhandari (1970) studied the factors which affecting persistency and dropout of the learners from adult education classes in Udaipur district of Rajasthan. The sample consisted of persisters, drop-outs and instructors.

In the middle caste group persistency was greater than the lower and higher caste groups. Drop-out was more among married adults than the unmarried. In persistence self-motivation was found to be the most important factor. The reasons found for drop-out were illness, physical tiredness after days' work, being busy in sowing, irrigation and harvesting time and literacy being perceived as of no use.

Hazarika (1971) conducted a study in different communities of Baroda city in Gujarat to find out the reasons for not attending the adult education classes in home science. The study revealed that majority of the women most of the time could not attend the classes because of lack of time, due to the responsibilities of household work and looking after young children at home. The study also found that the higher the

socio-economic status, the greater was the non-attendance on account of non-availability of time and the older the women, the greater was the non-attendance on account of ill health.

Mali (1974) studied the factors affecting the retention of literacy among neo-literates inside and outside the classes. The result shows that there was significant correlation between retention of literacy and the classroom factors like, materials, motivation, duration, methods and post literacy facilities. No relationship was found between retention and certain environmental factors, like, age, occupation and residence.

Mathur (1975) undertook a study to discover some of the characteristics and personality factors of the teachers of the classes of Adult Education Programme. The study revealed that the adult learners liked their teachers to be of same sex as theirs and to be unknown to them. They preferred teachers who looked like teachers, elderly, authoritative, dignified and well dressed. They wanted their teachers not to be talkative and ultra modern. The learners liked those teachers who were cooperative, adjustable, humorous, sober, and self-controlled. The teachers should be respectful to the elderly learners and should keep confidentiality. They should be married, from high socio-economic status and have faith in religion.

Bishnoi (1978) conducted a study to find out the reasons given by the women for not attending the adult education classes conducted by the Labour Welfare Centres in Baroda of Gujarat. The sample consisted of 100 women. All the women were married. The study revealed that the area of time was the only area responsible for keeping half of the women absent from the adult education classes. In the area of 'time' four reasons out of ten were responsible to make the women remain absent from the classes.

Umayaparvathi (1982) conducted a study to find out achievement motivation, intelligence and literacy attainment in some of the urban and rural women's literacy centres in Tamil Nadu and Pondicherry States. The study revealed that there were significant differences in literacy attainment between high and low intelligence groups and between backward and Scheduled Castes. Significant differences were also found in literacy attainment between achievement motivation and mean intelligence score of the women coming from literate and illiterate families. However, there were no significant differences found between backward and Scheduled Castes in 15-24 and 25-35 age groups, and nuclear and joint families in all the three dimensions.

Reddy and Reddy (1985) conducted a study on 28 Adult Education Programme projects in Andhra Pradesh to identify the characteristics of an effective instructor. The study revealed that the important characteristics of an effective

adult education instructor were (a) use of variety of teaching methods, (b) use of humour in classes, help in solving learners' problems, (d) organisation of adult education centres effectively and (e) encouragement to learners to work hard.

Mohanty (1987) studied the reading interests, needs and preferences of neo-literates in five villages of the Angul block in Dhankanal district of Orissa. The study revealed that women tend to read more topics related to knowledge of various fields. Reading and remembering about the topics related to functionality was marginally higher among the females as compared to males. Female neo-literates tended to remember more the names of books and special topics in books as compared to males.

Neo-literates in the younger age group read more informative topics or books giving knowledge as compared to the older age group. The respondents of older age group remembered more topics about functionality and remembered better, the names of books and special topics in those books. Younger respondents read newspapers or books more for pleasure than for gaining knowledge. Female neo-literates did not express any eagerness to increase general knowledge, awareness, intelligence and encouragement. A much higher percentage of women wanted to develop their reading and writing abilities as compared to men. More males wanted to know about medicines

and first-aid than women. Topics about recreations, literature and mythology were of interest for majority of neo-literates.

Reddy (1987) conducted a study to find out the factors motivating the adults to join adult education centres and to suggest suitable measures for effective implementation of Adult Education Programme. The study was conducted in Chandragiri block and Tirupati municipality of Chittoor district of Addhra Pradesh. Forty adult education instructors and 30 instructresses were taken for the study.

The study revealed that acquiring literacy skills was the main motivating factor for joining the learners in adult education centres. The other important factors were to learn to put signatures, to read names of buses (name-boards), to learn numeracy and to read newspapers. Very few perceived that 'passing time' as the motive of adult learners for joining the centres.

Singh (1988) conducted a study to find out whether adult education programme for illiterate adult workers brings about positive changes among the illiterate adults or not. The sample was 20 illiterate workers of National Dairy Research Institute (NDRI), Karnal of Haryana. He found a significant positive change in the workers' attitudes towards adult education.

The review of the available related studies shows that

very few studies were conducted on the impact of functional literacy or adult education programmes. Out of total 54 studies, 9 were impact studies and among them 8 were conducted to find out learners' achievement regarding 3 components of the adult literacy programmes, literacy skills, functionality and awareness and remaining 1 was to find out the impact of mass media on neo-literates. There were 33 evaluation cum impact studies of the programme of adult education which were conducted mostly to measure the learners' achievement and progress and success of the adult literacy programmes, and facilities available in the Adult Education Centres for adult learners. The remaining 12 were miscellaneous studies. These studies were regarding different aspects of adult literacy, like, reading interests and needs of neo-literates, retention, persistence, drop-outs, characteristics of teachers of adult literacy classes, success of the programmes in bringing changes in the learners and also their motivation for literacy education.

Most of the studies were conducted in rural areas of different states and union territories of India. Information was collected through verbal conversations or in writing. Data were collected through various methods as per suitability of the purposes of the studies. Tools used in most of the studies were questionnaire-cum-interview schedules, study of records, observations, comprehension and achievement tests. The methods employed were experimental or descriptive in nature. Most of the tools were self-prepared rather than the standardized ones.