CHAPTER-II

REVIEW OF RELATED LITERATURE

Introduction

A review of literature is a very important step in any research. It gives an idea to the researcher about the researches carried out in the past on the same or related topics. This review provides an insight to the researcher regarding what is already known, and what remains to be investigated regarding the topic of research. The review of literature helps the researcher-

- in highlighting the gaps in the existing knowledge;
- in determining the boundaries of the study;
- in deciding the methodology of study;
- in interpreting the findings of the study in the light of the previous findings.

Thus, the review of literature guides the researcher in avoiding duplication and provides useful suggestions for further research. The findings of the various studies may agree with or contradict the findings of the researcher, and help to logically define and refine the existing knowledge on the subject.

This chapter provides an overview of the literature available in the field of adult and continuing education, and evaluation of educational programmes in the same field. The main programmes under study in the present research are AWPs and QLIPs conducted at the NCECs and CECs. Though in India, the concept of continuing education is not new, research possibilities in the specific area of continuing education are presently not explored fully. The literature on research shows that many researchers in India have done researches in the areas
of adult education such as implementation of adult education programme, evaluation of adult education centers, evaluation of reading materials and literacy skills. The researcher has reviewed researches in the areas of post literacy programme and continuing education as well. The researcher has searched for the related literature and research studies in published journals, unpublished dissertations and theses, encyclopedia. Internet and also referred to the various surveys published on research in education.

The review of literature pertaining to the present research is organized in this chapter in two sections as follows:

(A) Literature Generated in India.
(B) Literature Generated Abroad.

In each section, the literature is further organized into two categories:

(a) Empirical Literature, which contains a review of prior research studies. These empirical studies are further classified into two categories, namely:
   (i) Studies Related to Adult Education,
   (ii) Studies Related to Post Literacy and Continuing Education Programme.

(b) Conceptual literature, which reviews opinions, views and recommendations given by educationists.

The review is discussed in the following section.

(A) LITERATURE GENERATED IN INDIA

(a) Empirical Literature

(i) Studies Related to Adult Education

GADGIL (1945) conducted an investigation into the problem of lapse into illiteracy in the Satara district
The main findings were:

1. A sharp fall in the lapse into illiteracy and the progressive rise of the standard in which a student leaves the school shows a positive relationship.

2. The relapse takes place due to non-use of abilities acquired in the school.

MUSTAQ (1958) conducted a study to evaluate the reading materials for neo-literates and a study of their reading needs and interests.

The objective of the study was to improve the quality of reading materials for neo-literates. The sample included all books, which were recommended for use. The data were procured from publishers of the reading materials.

The major findings were:

1. There was a scope for the improvement of illustrations. It also needs careful observation regarding the accuracy of the contents.

2. Prices were on the higher side in some cases.

3. The vocabulary used was within the comprehension level of neo-literates.

4. The style of writing was quite stimulating.

5. Only a few writers of the reading materials for neo-literates had special training in the area. Very few were aware of the reading needs and interests of neo-literates.

6. Most of the books were rather difficult for the average reader.

KHAN (1958) conducted a study of the problems of social (Adult) education in four districts of Bombay-Karnataka.
The main findings were:

1. To sustain the interest of learners, efforts should be made to distribute literature on the topics of adult interest.

2. Public opinion may be educated in favour of Social Education and efforts may be made to involve school and college students in the Social Education Programme to meet the shortage of teachers or social education workers.

CHAUBE (1963) studied youth welfare programme in India with special reference to Uttar Pradesh.

The main findings were:

1. Informal education should be emphasized for the benefit of the illiterate youth and dropouts through evening classes, continuation of classes and other school classes offering not only literacy programmes, but also having vocational subjects and handicrafts.

KHAJURIA and RAHI (1985) conducted a study on implementation and evaluation of adult education programme of Kurukshetra University.

The objectives of the study were:

i. To evaluate the adult education programme run by Kurukshetra University on the criteria given by UGC.

ii. To point out the weaknesses of the programme, and

iii. To probe into the nature and degree of participation of the illiterates.

The data were collected from all adult education centers which were started with the help of colleges affiliated to the University.
The major findings were:

1. The number of student instructors was 59 as against 80 non-student instructors.

2. The factor of motivation was missing in the adult education programme and enthusiasm for participation in the literacy programme was absent among adult learners.

3. The student instructors stopped the literacy centers midway during the courses because, at the same time, they themselves had to prepare for their examinations.

4. The posts being temporary in the adult education programme suitable persons did not come forward to join the adult education centers.

5. The UGC guidelines about the desirability of shifting/determining the financial year were not clear. This affected the release of grants, closing of accounts, preparation of estimates, audit of accounts and issue of utilization certificates.

6. There was no full-time supervisor to take care of maintenance of proper records and registers of assets, supply of periodic information, etc.

A study conducted by MARRIAPPAN and RAMKRISHNAN (1981) evaluated NAEP in the Union Territory of Pondicherry, State Resource Center for Non-formal Education.

The main objective of the study was to assess the quality of the adult education programme in Pondicherry.

The main findings were:

1. Not much attention was paid either to functional upgradation or to the elevation of the level of social consciousness.

2. The common problems of the centers were learners’ disinterestedness, villagers’ non-cooperative attitude, and non-receipt of grants in time, paucity of funds and low remuneration to instructors.
3 There seems to be contradiction between the opinions of administrators and those of learners about functionality and the awareness components of NAEP.

XAVIER LABOUR RELATIONS INSTITUTE (1981) conducted a study to evaluate adult education programme at Amarpur Block of Bhagalpur District, Bihar.

The objective of the study was to evaluate the performance of the NAEP at Amarpur block of Bhagalpur district, Bihar. Based on the three essential components of the programme namely—literacy, functionality and awareness.

The data were collected from 32 centers running the actual programme. From each center, five learners, one dropout and one instructor were selected for the study, making a total of 160 learners, 32 dropouts and 32 instructors.

The major findings were.

1. Most of the learners were not aware of the fact that the programme was also aimed at the development of functional knowledge/skills.

2. The learners had attained a fair degree of success regarding their ability to read and write, while their performance in doing calculations was poor.

3. Nearly 40 per cent of the learners were able to increase their earning through the knowledge acquired of reading, writing and calculation of wages and expenses.

4. Fifty per cent of dropouts did not find the programme useful at all.

5. Most of them were of the opinion that the programme had not provided practical training for the development of functional skills that could get them employment to earn money after the completion of the adult education programme.
A study conducted by XAVIER LABOUR RELATIONS INSTITUTE (1981) evaluated the adult education programme in Bihar at Sirdala Block of Navada District, Jamshedpur.

The objective of the study was to evaluate the performance of the NAEP at Sirdala block in Navada district, Bihar, based on the three essential components of the programme, namely—literacy, functionality and awareness.

The data were collected from centers. Five learners, one dropout and one instructor were selected from each center. This made a total of 140 learners (108 males and 32 females), 28 dropouts and 28 instructors.

The major findings were:

1. Fifty-two per cent of the learners felt that the programme had greatly benefited them in their day-to-day life while forty five per cent felt themselves to be somewhat benefited.

2. Some learners (47.5%) found that the programme had helped them in increasing their earnings, mostly through the acquisition of knowledge and skills in agriculture.

3. The families of the dropouts were economically worse off than those of the learners.

4. A majority of instructors had tried to persuade the dropouts to re-join the programme and 92.6 per cent of them had actually succeeded in their efforts.

XAVIER LABOUR RELATIONS INSTITUTE (1981) conducted a study to evaluate adult education programme at the Patamda Block of Singhbhum District, Jamshedpur.

The objective of the study was to evaluate the performance of the NAEP at the Patamda block in Singhbhum district, Bihar, based on the three essential components of the programme, namely—literacy, functionality and awareness.
The data were collected from 30 centers (12 closed and 18 running centers). From each center five learners, one dropout and one instructor were selected for the survey resulting in a total sample of 150 learners, 30 dropouts and 30 instructors.

The major findings were:

1. Only 22.7 per cent of the learners felt that the programme enabled them to acquire functional skills.

2. Sixty-nine per cent of the learners found that the programme had helped them in increasing their earnings, mostly through acquisition of knowledge and skills in agriculture and other professions.

3. The major weaknesses of the programme as stated by the learners were instructors’ inability to make the classes interesting, poor lighting arrangements, inadequate study materials, instructors’ inability to enforce discipline in the classes and the short duration of the programme.

4. Twenty-five per cent of the dropouts felt that the programme should offer a monetary incentive to learners.


The main objectives of study were to study-

i. The coverage achieved under the National Adult Education Programme (NAEP) in terms of the area i.e. talukas and villages, brought under the programme, with reference to the local needs as stated by the NAEP outline (1978), and

ii. The functioning of Adult Education Centers (AECs) regarding the organization, facilities, composition, training of personnel, working of the functionaries, community involvement, and relevance of the programme as perceived by beneficiaries, functionaries and the community.
For objective one, data were collected from census and adult education officers, and records of the seven districts under study, viz., Dangs, Valsad, Surat, Bharuch, Vadodara, Kheda and Panch Mahals. For objective two the sample included 244 villages having 352 AECs, 352 instructors, 1909 learners, 40 supervisors and 642 village leaders.

The findings of the study were:

1. Many village leaders had expressed concern over lack of regularity of classes due to truancy among learners and sometimes even among instructors.

2. Almost all the learners had perceived the impact of the programme of numeracy and literacy skills. They were also influenced by two other aspects, viz, family welfare and personal habits.

3. Most of the villages gave community support to the programme.


The study was designed to assess the impact of the 10-month programme on learners in terms of the general objectives of the NAEP, viz., literacy, functionality and awareness.

The major findings were:

1. Social activities and film shows were effective in attracting learners to the centers. At some places, the elite developed a fear that the poor and suppressed would be awakened through the adult education programme and might even rise against them.

2. As regards the functionality of the programme, about 63 per cent of learners raised the level of their occupational skills.

3. The main causes of failure to achieve full success were irregular functioning of the centers, paucity of funds, lack of interest on the part of animators and want of amenities.
A study conducted by NATARAJAN (1981) evaluated adult education programme at the Giriyak Block Patna.

The main objective of the study was to evaluate the three essential components namely—literacy, functionality and awareness of the National Adult Education Programme (NAEP) at the Giriyak block in Nalanda district.

The data were collected from 34 Adult Education Centers. From each center, five learners, one dropout and one instructor were selected, making a total sample of 170 learners, 34 dropouts and 34 instructors.

The major findings were:

1. Seven per cent of the learners felt that the programme had prepared them better for their present occupation and 48.5 per cent felt that they were prepared somewhat better.

2. The majority of learners (94.4 per cent) did not feel that the programme had helped them in increasing their earnings whereas 5.6 per cent found that it had helped in their earnings.

3. A majority of learners felt that greater stress on the development of functional skills and appointment of trained instructors were two major requirements for improving the programme.

4. The majority of dropouts (73.3 per cent) suggested that instructors should take more interest in the programme and attempt to make the classes interesting. Some felt the need for development of functional skills among learners.

NIMBALKAR (1985) evaluated adult education programme in Goa during the period 1978-82.
The main objectives of the study were:

i. To examine the working conditions of the adult education centers with special reference to the objectives of NAEP

ii. To identify the factors responsible for the strengths and weakness of the adult education centers.

iii. To examine the ex adult learner’s achievement in literacy, functionality and awareness.

iv. To identify the factors responsible for dropouts.

The data were collected from 100 adult education centers (100 instructors and 1000 ex-adult-learners and 200 dropouts)

The major findings of the study were:

1. A majority of the adult education centers were not provided with charts, wall newspapers, booklets and folders for adult learners.

2. A high percentage of dropouts were mainly due to their family problems and their activities during the harvest season

3. A large majority of male and female ex adult-learners had achieved the ability to write the alphabet, words and sentences fairly well though with difficulty

4. Both male and female learners felt that the duration of the programme was too short

THE STATE PLANNING MACHINERY (1985) evaluated national adult education programme in Orissa.

The objectives of the study were:

i. To assess the operational bottlenecks in execution of the programme of adult education
ii. To study the extent to which it had succeeded in covering the target groups under the programme.

iii. To study the perceptions and reactions of beneficiaries towards the programme.

iv. To study the impact of the literacy, functionality and awareness on socio-economic status of the beneficiaries.

v. To study the working of the adult education centers (AECs) organized by government and other agencies.

vi. To assess the role of the voluntary organizations in the spread of adult literacy.

The data were collected from six districts, 72 completed AECs from 18 blocks, 880 adult learners, 440 potential learners, 76 running AECs, 12 community leaders at the district level, 36 leaders at the block level, and 144 knowledgeable persons at the center level, and eight voluntary agencies.

The major findings of the study were:

1. The State Adult Education Board was totally ineffective in carrying out its activities.

2. Due to the lack of coordination between the programme authorities and specialists at block level, teaching-learning activities at the AECs were restricted to the 3R’s.

3. Supervision of the AECs was inadequate and unsatisfactory since posts of supervisors were filled only six years after the launching of the programme.

4. Much emphasis was laid on attracting SC, ST and other socially backward classes to the AECs.

5. A large number of AECs (forty-two per cent) were not supplied with teaching/learning materials adequately.
6. The instructors, by and large, expressed dissatisfaction about lack of motivation among villagers and absence of sincerity, interest and coordination among government functionaries.

7. The adult education programme was having a good effect on learners in terms of motivating their children and spouses for joining schools/AECs.

8. The programme did not have a significant impact on learners in respect of increasing their awareness about various rural development programmes, improved agricultural practices, nutrition and food habits, health and hygiene.

9. The voluntary agencies were poor in supply of materials to AECs and regularity of functioning of AECs.

A study conducted by VISARIA (1984) evaluated the UGC-sponsored adult education programme in Gujarat.

The major objective of the study was to evaluate the functioning of UGC-sponsored AEP under different universities of Gujarat regarding the facilities provided at the AECs, attendance, profiles of the learners and the instructors and instructional activities of AECs.

The data were collected from 9 AECs functioning under the S P. University, M.S. University of Baroda and Gujarat University during the year 1983-84 which comprised 29 learners and nine instructors.

The major findings of the study were:

1. Most of the AECs were functioning in the instructors’ houses.

2. The failure rate in terms of the AECs’ coverage of the target group learners was quite high in the villages visited.

3. Around two-third of the learners were informed about various government schemes designed and meant for the weaker sections.
4. The result of the literacy achievement tests were not satisfactory as around 50 per cent of the learners could not read and write; and around thirty per cent of them could not handle the arithmetic problems.

5. The major drawback noted regarding the instructors was lack of training facilities, which should have been provided by the universities and other sponsoring agencies.

XAVIER LABOUR RELATIONS INSTITUTE (1983) evaluated adult education in Dhanbad (under UGC).

The objective of the study was to evaluate three essential components namely, literacy, functionality and awareness, of the National Adult Education Programme in Dhanbad district.

The data were collected from 20 per cent of the centers who received grants from UGC run by the S.S.L.N.T. Women's College, Dhanbad.

The major findings were:

1. The overall literacy level of female learners was higher than that of the male learners.

2. Learners belonging to scheduled castes had obtained better literacy ratings than others.

3. The literacy level of farmers and contract labourers was better than that of those engaged in business or service.

4. It was found that because of the limited knowledge and skill of the instructors and lack of other facilities, it was not possible to impart instruction in any other subject besides literacy.

5. Learners were neither aware of most of the facilities available for rural development nor did they make much use of these facilities.

6. Learners' awareness about social legislation in all the areas was very poor.
7. The adult education centers had done a good job in creating awareness of the family welfare programme among learners.

A study conducted by XAVIER LABOUR RELATIONS INSTITUTE (1981) evaluated adult education programme in Bihar--Tamar Block of Ranchi District.

The main objective of the study was to evaluate the three essential components, namely, literacy, functionality and awareness, of the National Adult Education Programme at Tamar block of Ranchi district.

The data were collected from 20 adult education centers.

The major findings of the study were:

1. The learners were satisfied with most of the physical facilities, except with seating arrangement, lighting and blackboard, as they needed more attention.

2. The performance of about fifty per cent of the learners in writing and doing simple calculation was poor, whereas the performance was better (62.6 per cent) in their ability to read.

3. Twenty-one per cent of the learners strongly felt that the programme had prepared them better for their present occupation and 47.37 per cent felt ‘somewhat better prepared’.

4. The project officers felt that the need for a more detailed training programmes for supervisors and instructors and that these programmes should lay greater emphasis on those activities with which they will be directed in the field and the learners should be helped in developing functional skills. They also felt that post-literacy and follow-up materials should be made available to learners.

MARUTHI, VENKATESHA and GUPTA (1996) conducted a study on training in literacy campaign in Karnataka.
The objectives of the study were:

i. To study the training methods, and their design at various levels.

ii. To study the selection process of trainers and trainees at various levels.

iii. To study the qualitative transmission of training components from one level to the next lower level.

iv. To identify the problems in the context of training and recommend suitable methods for effective implementation of training.

Following were the findings of the study:

1. The literature required for practical session of training had been partially developed.

2. Use of audio-visual aids was very minimal during the training.

3. In the key resource person's team, pre-planning and co-ordination was lacking. It should have functioned as a team.

4. Mostly lecture method was used by the KRPs and MTs. Participatory approach was seldom seen.

5. For RP training there was lack of adequate training/reading materials, suitable instruction materials, specific training schedule, training evaluation and feedback.

6. To suit the practical training needs of RP, MTs, and co-ordinators, there was a necessity of developing separate training literature and materials for each level of trainees.

7. A sort of measuring checklist to evaluate training effectiveness and in-built evaluation mechanism should be developed.

8. One of the trainers of higher level should be present at lower level training's as observer/consultant.

MARUTHI and VENKATESHA (1997) conducted an opinion survey on the literacy skills of neo-literates.
The objectives were:

1. To identify the methods adopted by neo-literates to consolidate, increase and continue to use their literacy skills.

2. Identification of extent of adoption of their acquired skills in their day to day life situation.

3. To provide feedback to the PL & CE programme based on the results of this survey.

The data were collected from 136 neo-literates from 13 districts.

The major findings were:

1. Many of them liked to read stories and to get information in story form.

2. The neo-literates took others help for reading the literature on development published by Government departments.

3. Many of the neo-literates used their literacy skills for letter writing and application filling. But very few maintained daily accounts of the family expenditure.

4. More than 70% of neo-literates were sending their children to the schools.

RISHI and DUTT (1984) evaluated the effectiveness of adult education and non-formal education schemes in Haryana State.

The main objectives of the study were to ascertain the usefulness of adult education and non-formal education programmes and to suggest steps for making the schemes more effective.

The data were collected from three district adult education officers, 20 supervisors, 39 instructors, 37 adult education students, and 36 non-formal education students.
The main findings were:

1. **Learners developed the skills of weaving carpets and making toys.**

2. Instructors used to read newspapers, stories to them and help them in gaining functional literacy. It aroused social awareness and improved their knowledge about agricultural activities.

3. The main drawbacks were lack of library facilities, and irregular and inadequate supply of learning materials.

**PREMCHAND (2000) conducted a comparative study on qualitative outcome and social influence of total literacy campaign in Haryana.**

The main findings were:

i. Initially, there was an opposition of women folk for coming out and joining literacy classes.

ii. In Rohatak district, there has been a change in the attitude of the neo-literate adult women.

**SINGH (2001) conducted a study on the opinions of neo-literates regarding reading materials.**

The main objective was to study the opinions of neo-literates regarding reading materials. The data were collected from those neo-literates who had attended AE classes at least for a period of 6 months. The data were collected from 50 neo-literates of 3 villages and 2 mohallas.

The main findings were:

1. Main sources of obtaining reading materials were village libraries and none of them attempted to buy books meant for them.
2. Reading material was more utilized by the male respondents as compared to the female respondents.

3. Four major areas in which respondents showed their maximum interest were (i) agriculture, (ii) cottage industries and other business (56%), (iii) family welfare that is household activities (46%), literature (including social stories, folklores, patriotic stories-98%) and (iv) religion (72%).

DAS, KALITA and SHARMA (2002) conducted an impact study of literacy campaign on health, hygiene, conservation of environment and national integration in Pragijyotishpur of Assam.

The objective of the study was to evaluate the impact of literacy campaign on health, hygiene, conservation of environment and awareness towards national integration of the people of Pragijyotishpur.

The data were collected from nine villages in three panchayats, covering a total of 90 households of 10 samples in each village.

The findings of the study were:

1. There has been a change in life-style of all the learners and volunteer instructors about hygiene and health status.

2. There was an awareness towards conservation of environment in all the respondents.

3. Participation in the national integration programme indicates the positive sign of development of the respondents.

MEENA, DANGI and BANSAL (2002) conducted a study on TLC in Dungarpur district.
The objective was to find out different personal and institutional factors responsible for motivating the adults of Dungarpur to join TLC. The data were collected from ten male and ten female beneficiaries from each of the six selected villages.

The major findings were:

1. There were some personal and family factors, which motivated an adult to participate in TLC classes. Each individual had personal and family-needs which forced him/her to participate in TLC.

2. The physical facilities (light arrangement, seating arrangement, location and timing of the center) available at the education center also had positive influence on the attendance of the adults.

(ii) Studies Related to Post Literacy Programme and Continuing Education Programme

A study conducted by RAJU and MARUTHI (1992) evaluated preraks training in Karnataka.

The major objectives for the study were to find out:

i. The strong points in the training method and its impact.

ii. The extent of its usefulness to the Preraks in their working situation.

iii. The opinion of the resource persons about the impact of the training and their assessment of success and failures of the training.

The data were collected from 63 Preraks who attended a three weeks residential training at LIMDET center, Gudibande, Kolar.

The major findings were:

1. This was one of the largest training courses given to Preraks in the state.
This has deviated from many old methods of training. Many concepts like participatory learning, self-discipline, skill development through practicals, field observation, introspection, etc, were tried out.

Questions on ideology, concept and approaches to training were asked but remained unanswered. But at the end, resource persons went with more understanding and tolerance for other approaches also.

Scope for innovations emerged and it helped in shaping the personalities and skills of Preraks and RPs.

RAO (1994) conducted a study of post literacy and continuing education programme in Karnataka

The objectives of the study were.

i. To examine the problems and issues of post literacy and continuing education programmes both at micro and macro level.

ii. To study the problems in operationalisation of neo-literates center and integration of support system.

The data were collected from 15 JSNs and 2 AECs attached to each JSN from four talukas of two districts. 100 learners from each district were interviewed

The major findings were:

1. The Jana Shikshan Nilayams were established in all Mandal Panchayats

2. Infrastructure facilities given to JSNs were good

3. Attendance of neo-literates was very poor They hardly visited JSNs for reading or self-learning.

4. Instances of lateral mobility from non-formal learning to formal schooling were not reported even in case of 9-14 years old neo-literates.
5. Only a few JSNs organized a few vocational courses. A heterogeneous group of neo-literates attended such courses. But it has not resulted in starting of new vocation by the trainees.

ATTAWAR and FURTADO (1995) conducted a study on reach, usage and impact of post literacy materials on the learners in Tumkur district, Karnataka.

The major objective of the study was to find out the extent of reach of PL material to its JK center. The data were collected from 321 learners.

The major findings were:

1. More than three-fourth of JK centers functioned regularly.

2. Sixty-five per cent of neo-literates received PL primers. But nearly 25 percent of them had not started reading it.

3. The impact of materials on KAP of learners was discussed in detail in the report.

4. About 70 per cent of J.K. centers received PL supplementary materials and newspapers.

A study conducted by MARUTHI, VENKATESHA and GUPTA (1995) observed the role of Jana Shikshan Nilayams in continuing education in Karnataka.

The objectives of the study were:

i. To examine the functioning of preraks.

ii. To study the liaisoning effect of preraks on local public.

iii. To examine the utility of infrastructural facilities provided at the JSNs.

iv. To identify the existing problems in JSNs.

The data were collected from 10 per cent of total JSNs in Karnataka state.
The major findings were:

1. There was hardly any evidence of success of JSNs in terms of furthering literacy and continuing education.

2. A big quantity of a good quality reading material was lying idle in the JSNs. Both the Preraks and the public were indifferent to the spirit and mission of JSNs.

3. The facilities provided to the JSNs i.e. Bicycles, Sewing machines, knitting machines, Radio, two-in-one were either missing or were misused by the preraks and the public. The sports materials and musical instruments were in bad shape.

4. The Gram Shikshan Sammitties (VECs) formed during TLC had become disfunctional. The JSNs were supposed to be working in coordination with the organizational network of PL programme. But in the absence of such agencies, JSNs had become handicapped.

A study conducted by VENKATESHA (1996) evaluated resource persons training in post-literacy programme in Karnataka.

A training of resource persons in post-literacy programme held at Bellary was evaluated to assess the effectiveness of the training programme.

The main objectives were:

i. To understand the needs and expectations of RPs.

ii. To assess whether the contents and methodology were sufficient enough to satisfy the needs of the RPs.

The major findings were:

1. In comparison to other methods, ‘discussion method’ was liked by most RPs.

2. Many RPs found practice in handling PL primers was of much practical use.

3. Written materials on different games played, and songs sung, should have been given.
4. Topics like MIS should have been discussed in the training.

5. The training should be participatory with more involvement of trainees.

MARUTHI and VENKATESHA (1997) conducted a study on integration of developmental programmes in post literacy and continuing education in Karnataka.

The objectives were to study the extent to which the development information was provided in the PL primers and how far institutional linkage was established between the ZSS and ZP in integrating development programmes for the benefit of the neo-literates through PL & CE programme. It had also tried to assess how far the neo-literates made their own efforts to get these facilities.

The data were collected from two districts namely Shimoga and Dakshina Kannada. A total of 127 learners were interviewed.

The major findings were:

1. Sufficient information was provided on development programme in the PL primers and supplementary materials. But neo-literate found it difficult to read and understand.

2. The participation of woman was high in PL & CE programmes.

3. The PL primers and supplementary materials meant for the neo-literate had not reached many neo-literates.

4. A plenty of vocational training was organized during PL & CE. But local needs and situation were not taken into consideration for arranging the training, many a times. Training could not be put into practice.

5. Monitoring and supervision in PL & CE phase was very week.

6. The participation of people, NGO and VA, was very poor in PL & CE.

The objectives of the study were:

i. To identify the skills needed by the neo-literates.

ii. To suggest a process of determining the vocational skills needed by the neo-literates.

iii. To find out the impediments in taking up need based vocational skill development programme through ZSS.

The data were collected from 4 districts in 4 regions, which had completed TLC stage. From each of the selected districts 4 talukas were selected. Two gram panchayats were selected from each selected talukas. The two villages from each selected gram panchayats were selected for final sampling. In all, 591 neo-literates and 48 ZSSs functionaries were selected randomly.

The major findings were:

1. Overall performances of ZSSs lacked systematic approach and planning.

2. The funds allotted by NLM were inadequate and literally there was no follow-up action.

MARUTHI and VENKATESHA (1999) conducted content analysis of neo-literates books in Karnataka.

The objective was to examine the books prepared for neo-literates on the basis of—thematic content, language, presentation, style, illustration and layout. A total of 203 books were reviewed on the above points.
The major findings were:

1. An overall analysis of all 203 books have showed that most of them were well designed, catering to the capabilities, interests and needs of neo-literates. Many of these books came under grade 3 of NLM norms.

2. Some mistakes were found in some books and some times language used was tough for the neo-literates. Grammatical errors, printing errors were also noticed. Illustrations needed a lot of improvement. Some times presentation was ambiguous, vague and confusing.

3. A few books were found to be beyond the level of neo-literates and were recommended for revision.

PURU and KAUR (1999) conducted a study on learning world of neo-literates—a study into their reading predilections.

The study was conducted with the following objectives:

1. To explore into personal, economic, social, recreational and cultural ambient of neo-literates.

2. To find the reading options of male and female neo-learners below and above thirty years of age.

The data were collected from 214 neo-literates of 11 blocks of two districts of Punjab, namely Faridkot and Hoshiarpur.

The major findings were:

1. Majority of neo-literates (66 per cent) want to use their free time in supplementing their income.

2. Majority of learners, struggling for their livelihood, would opt for literature that helps them in increasing their income.
3. Forty three per cent of the respondents identified the hurdles in their way for practicing what they wish and said that scarcity of resources is the hurdle. Four per cent admitted that they lacked training in the trades they wanted to pursue, and four per cent faced problems in the marketing of their produce. Two per cent learners complained of middlemen exploitation and lack of technical know-how.

4. Majority of the learners showed interest in reading literature related to religion, social issues, folk tales, songs and biographies etc.

GIREESAN (2000) conducted a study on the role of local Government institutions in the implementation of continuing education programmes in Kerala.

The objectives of the study were:

i. To examine the role of the local government institutions in the implementation of the continuing education programmes in the state of Kerala.

ii. To make suggestions and recommendations to improve the existing situations of the programmes in the state and elsewhere.

The data were collected from 50 Panchayat Co-ordinators and 10 Municipal Co-ordinators from four districts in the state.

The major findings were:

1. The assistance provided by the local government institutions towards the functioning of the programmes was not very much satisfactory in relation to their expected roles.

GUPTA and REDDY (2000) studied the functioning of continuing education centers in Chittoor District.

The objectives of the study were:

i. To examine the implementation of continuing education programme in Chittoor district.
ii. To identify the strengths and weaknesses of continuing education programme.

iii. To enlist the problems faced by the Preraks in running the continuing education center.

iv. To suggest remedial measures for the effective functioning of continuing education programme.

The data were collected from the 20 CECs and 20 Preraks of the two mandals namely Tirupati rural and Chandragiri.

The major findings were:

1. Majority (70%) of CECs were managed by men Preraks, whereas female Preraks managed only 30 per cent. This reveals that women participation in continuing education programme was very low as compared to men.

2. Overwhelming majority (85%) of the Preraks was in the age group of 20-30 years. This shows that the only young people were selected as Preraks as they would be very effective.

3. Forty per cent of the Preraks were degree holders and remaining 60 per cent were non-degree holders. One-forth of Preraks studied till 10th class and 35 per cent studied upto intermediate.

4. Only half of the Preraks were trained and the remaining 50 per cent were working as untrained Preraks.

5. Major problems perceived by the Preraks in order of priority were—

i. Lack of proper building facility for the center,

ii. Irregular supply of electricity,

iii. Meager salary for Preraks and delay in the payment of honorarium,

iv. Lack of proper understanding among Preraks about the organization of CECs,

v. Inadequate support from the officials of programme,
vi. Lack of cooperation from the neo-literates,

vi. Lack of understanding among the public about the importance of CEC.

vii. Collection of membership fee from neo-literates and corpus fund from the public.

KUMARSWAMY, BHARATHI and DOSS (2000) studied the influence of training, materials and community support on the performance of preraks organizing continuing education centers.

The main objectives of the study were:

i. To study the influence of sex, age, caste, education and experience on the performance of Preraks.

ii. To study the influence of training on the performance of Preraks.

iii. To study the influence of material support on the performance of Preraks.

iv. To study the effect of community support on the performance of Preraks.

v. To study the percentage of contribution of each of the independent variables (sex, age, caste, education, experience, training, materials and community support) on the performance of Preraks.

The data were collected from the Preraks from 160 centers.

The major findings were:

1. Training has significantly influenced the performance of Preraks. Preraks who have obtained better mean scores on training had secured better scores on their performance.

2. Materials significantly influenced the performance of Preraks. The trend of the mean scores indicated that higher the score on materials better was the performance of Preraks.
3. Community support had not significantly influenced the performance of the Preraks. However, the trend of the means indicated that higher the mean score on community support better was the performance of Preraks.

4. As far as the influence of variables namely sex, age, caste, education, experience as Prerak and the total experience in adult education on training was considered, sex and education exerted significant influence.

MARUTHI, VENKATESHA and ATTAWAR (2000) conducted a study on training needs of continuing education programme in Karnataka.

The major objectives were:

i. To get feedback from the field to design suitable training modules for CEC workers in TLC & PLP districts.

ii. To understand the training needs of RPs and preraks.

iii. To estimate the present level of trainers with a view to equip them with training skills they may be lacking.

The data were collected from 4 districts, one each from 4 revenue divisions. A total of 111 personnel including volunteers/Preraks, RPs, TLC functionaries and administrators were interviewed.

The major findings were:

1. Most of the volunteers and Preraks were unemployed with no other source of income. The same was the case with the coordinators too. Many RPs were government employees.

2. Most of the participants did not recognize training as the motivating force for their involvement. But they admitted that training provided them with necessary skills to execute their work.

3. Follow-up of training was found to be very crucial for effective functioning.
VASANTHA KUMARI, SUDHA RANI and UMA DEVI (2000) assessed the problems faced by neo-literates in attending continuing education centers.

The objectives of the study were:

i. To identify the problems faced by the neo-literates in attending the CECs.

ii. To identify the extent of utility of the CEC activities in the day to day activities of the neo-literates.

iii. To identify the strengths and weaknesses of continuing education programme in Chittor district.

The data were collected from 100 neo-literates.

The major findings of the study were:

1. Neo-literates among the age group 25-35 faced more problems than those who were in the younger age group that is 15-25 years.

2. Men faced more problems than women to attend the CECs.

3. Learners who were engaged in agriculture faced more problems than those who were not engaged in agriculture.

4. The problems of neo-literates were some time influenced by age, sex, and occupations.

BHARAT GYAN VIGYAN SAMITI (2002) conducted a study of impact of post literacy.

The main findings were:

1. There was remarkable increase in awareness and interest in the Panchayati Raj Institutions during the PL stage.

2. No concrete measures to promote and strengthen the confidence and empowerment were visible.
There was increase in the levels of self-confidence of the learners, which started affecting various spheres of day-to-day life.

Women learners gained more awareness regarding issues like dowry, child marriage and violence against women through PL programmes.

MUTHUMANICKAM (2002) conducted a study on the role of Madurai Kamaraj University in continuing education programme.

The main findings were:

1. As far as educational qualifications were concerned, 36.65 per cent of trainees (118) had plus two qualifications

2. 50.31 per cent of those who got jobs (162) belonged to the age group of less than 25 years

3. Seventy two per cent of trainees (233) required the guidance from the department for their future development.


The objectives of the study were

i. To study the impact of vocational training in terms of income generation

ii. To study the differential effect of vocational training according to the level of literacy in terms of income generation.

iii. To explore the desired vocational skills to be cultivated among the women learners

iv. To find out the gain in knowledge/awareness of the programme.

The data were collected from 250 women attending the vocational centers of continuing education programme.
The major findings were:

1. The beneficiaries had priorities fixed as far as their desire to acquire certain skills was concerned. 64.8 per cent of them wanted to learn stitching, 26.8 per cent of them wished to learn embroidery, 21.6 per cent of them printing and fabric painting and 18 per cent of them join beautician course. Very few of them wanted to take the benefit of training of stuffed toys (5.2%), reading (4.8%), crochet work (3.2%) Other skills they wanted to learn were to make cane chairs, food preservation and making things out of waste materials.

2. Most of the beneficiaries (97%) were of the view that the skills being learnt by them presently in the center were of great importance to improve the quality of their family life.

3. The response of beneficiaries was more towards daily need skills, e.g. 59 per cent preferred stitching, 36 per cent preferred embroidery, 25 per cent to beautician course.

SUDHA RANI and ESWARAIAH (2002) conducted a study on mass media exposure of neo-literates in continuing education centers.

The study was conducted with the following objectives.

i. To examine the extent of exposure of neo-literates to television.

ii. To find out the extent of exposure of neo-literates to newspapers.

iii. To assess the level of exposure of neo-literates to radio.

iv. To identify interest of neo-literates.

The data were collected from 20 neo-literates from each CECs of 3 villages of Pakala Mandal in Chittoor district of Andhra Pradesh

The main findings were:

1. Majority (90%) of the learners were able to cite the names of newspapers correctly.

2. Only 23.3 per cent of the learners were reading newspapers regularly and 18.3 percent were not reading newspaper at all.
Very few persons were reading information on developmental programmes in newspapers.

Majority of the respondents was not listening to the radio. However, majority of those who listened to radio gave preference to film songs over items like news, health programmes, etc.

VASANTHI KUMARI, SUDHARANI and SURENDRA (2002) conducted a study on constraints of the continuing education programme.

The main objective was to study the constraints experienced in smooth functioning of the centers. The data were collected from 100 members of CECs and 25 Preraks in different villages of Nellore district.

The main findings were.

1. In 53 per cent of the CECs, no educational programmes were organized by Preraks.

2. Majority of the Preraks was men, and participation of women as Preraks was low.

3. In some villages, the location of the center was inaccessible and lack of sufficient accommodation hindered undertaking of expected activities.

4. Lack of awareness among beneficiaries about the CECs and its importance was the main cause for the failure of CECs in some villages.

KUMARASWAMY and ESWARAIAH (2003) conducted a perception study of neo-literates about post literacy and continuing education materials in Chittoor district, Andhra Pradesh.
The following were the objectives of the study:

i  To know the perception of the preraks on various aspects of neo-literate literature-their coverage, relevance, get-up, mode of supply, adequacy and utility

ii To identify areas on which additional material is required for the neo-literates based on the perceptions

iii To study the differences in the perception of the preraks on various aspects of neo-literate literature

A sample of 210 preraks organizing continuing education centers from one of the three revenue divisions were selected.

The main findings were:

1 57.14 per cent of the sample had more than three years of experience as preraks, whereas the remaining 42.86 per cent of the preraks had less than three years of experience as preraks

2 More than 50 per cent preraks were satisfied with neo-literate literature provided to continuing education centers on content areas.

3. The content areas with which at least half of the samples were not satisfied include agriculture, social evils, environment, dreadful diseases, scientific temper, entertainment and local issues

4 Perception of the preraks on the availability of the materials revealed that enough materials were not available. There was a dearth of specific materials to promote the writing and numeracy skills of the neo-literates

5 More than half of the respondents were not satisfied with the size, colours, illustrations/examples, figures, and ways of evaluation
6 It is to be noted that more than half of the respondents were not satisfied with the reaching time of the materials of the center, adequacy of their copies and their utility to the neo-literates, who happened to be the target beneficiaries of the continuing education centers.

MARUTHI (2003) conducted a study on sustainability of Continuing Education programmes.

The specific objectives of the study were:

i  To know the understanding of the concept of CEP of the people

ii To know the activities proposed to be organised in the CECs

iii To find the usefulness of the activities

iv To understand the level of peoples' participation in CEC activities

v To find out whether people are aware of the fact that the government grants for the CECs would be ceased after 5 years

vi To find out whether people are aware that they have to take over the reigns of the CECs and run them with their financial and human resources

vii To find out what steps have taken in that direction

The data were collected from over 145 preraks and functionaries, around 500 members of the CEC committees and village panchayats, CEC beneficiaries from 12 sample villages and 4 sample towns, evenly spread over 8 talukas of 4 districts namely Bidar, Udupi, Tumkur and Haven.
The main findings were:

1. A large number of functionaries below the ZSS level, CEC samiti members and villagers are blissfully unaware of the fact that government grants would stop after five years.

2. Since the CEC activities were disrupted owing to non-receipt of due share of grants and as full range of activities could not be offered at CECs, there is an apathy among the villagers and not many are willing to run the CECs with their funds.

3. People are baffled as to how would it be possible to generate funds equal to the government grants every year.

4. Corpus fund is a difficult concept, beyond the capacity of villagers. Fees are taboos.

5. The percentage of beneficiaries is very small at present, about 50-60 at the most per CEC.

6. There is a general demand from the CEC villagers, that providing education being a basic developmental issue, the government should continue to provide grants to the CECs.

VENKATESHA (2003) studied an impact of preraks training in continuing education programme.

The study conducted with the following objectives:

i. To study the impact of first phase of the training on preraks in discharging their duties in CE centres.

ii. To assess the strengths, limitations and needs of the training imparted to the preraks.

iii. To suggest the strategies for strengthening the effectiveness of preraks’ training.

The data were collected from 100 CEC preraks and 20 NCEC preraks of four districts.
The major findings were:

1. 13.3 per cent preraks have rated the training as useful, 65.8 per cent said it was average and 16.7 per cent said it was poor.

2. 98.3 per cent expressed that the training centre had suitable environment for the training as against 1.7 per cent who said it was not suitable.

3. Training has helped the preraks to establish public contact (15.8%), leadership qualities (10.8%), to develop self confidence (51%), communication skills (5%), how to motivate adult illiterates (14.1%) and to understand the responsibilities of the preraks (49.2%).

4. There was no state level clarity in the number of days of training conducted in the different districts.

5. Many topics were introduced to the preraks during the training, but preraks did not get a clear picture of the topics during the training. They have expressed that they only got the outline of the topic and they were unable to conduct all the activities in the centre.

7. Due to less duration, it brought pressure on preraks instead of an opportunity to learn. There were no breaks in sessions, which led to frequent fatigue.

8. The ratio of trainer and trainees, as mentioned in the NLM guidelines was 1.30, which was not followed in any district. It was 50-100 trainees in one batch at a time.

9. The preraks did not get a clear picture in teaching methodology to be adopted to teach the neo-literates in the training.

SUDHA RANI, SURENDRA and SAMPOORNAM (2003) conducted a study on constraints in the sustainability of continuing education centers in India.
The main objective was to ascertain how continuing education centers (CECs) play a role in furthering the advantages of adult education under TLC and PLC. Data were collected from 100 learners of the continuing education centers and 25 preraks in different villages of Nellore district.

The main findings of the study were:

1. In 45 per cent of the CECs the learners reported that educational programmes were not being organized by the preraks in their centers.

2. Fifty five per cent of the respondents reported that they attended CEC regularly because the programmes conducted in those centers and the teaching materials were very useful to them 45 per cent of the respondents reported that the programmes did not interest them.

3. Majority of the preraks resigned their job and the new appointments had negative effect on the programme. Though one could not stop them from resigning, care should be taken at the time of selection so that preraks continue for longer time.

4. In some villages, the location of the a CEC was inaccessible; besides there was not sufficient accommodation to undertake the activities.

5. The percentage of the female learners was low as compared to the male members. The female learners were also not active participants. Some of the reasons were: lack of cooperation from their husbands and other family members, and heavy work in their houses.

6. The preraks were expected to discharge a number of functions: to conduct vocational training programmes, maintain the library, collect and disseminate information, maintain the registers. To discharge these functions effectively, the preraks needed good educational qualification and training.

7. The preraks were not satisfied with their honorarium and they did not receive the honorarium for two years. This made them earn money through their jobs at the cost of their duty as prerak.

The main objectives were:

i To study the extent and nature of adoption of continuing education programme and its impact on the lifestyle of the rural people

ii To study the prospects and potentialities of the programme

iii To study the socio-economic empowerment of rural people through this programme

The data were collected from 4 community learning centers (CLCs) of rural extension center of Visva-Bharati University

The main findings were.

1. Vocational training programmes, though of short duration, proved to be useful as stated by the members who participated in them

2. Journals and newspapers subscribed should be more relevant to the needs of the community members.

3. Participation in the discussion was quite encouraging and topics selected were found to be quite encouraging and were also need based.

4. The centers organize several self-oriented-cum-employment generation training programmes, awareness programmes, group discussions for different groups in different locations as per the needs of the community.

RAJAN (2004) conducted a study on books in Nodal/CE centers

The study was conducted with following main objectives

i To review the areas and concepts informing the CE materials as developed by the publishers at present and the form of presentation followed by them.
To find out how far the CE materials published by various publishers adhered to the prescribed quality/norms at different grades in terms of text length, print size, words, sentences and paragraph size.

To identify the needs and requirements of the beneficiaries with regard to CE materials in future

The sample of the study was 188 CE materials from two districts of Tamil Nadu.

The major findings were:

1. Thirty six per cent of CE books were found to belong to the level of Grade VII, 27 per cent of CE books, to the level of Grade IV, and 17 per cent of books, equal to Grade V. Only 16 per cent of the CE books were found to be of the level of Grades I, II, III

2. Twenty seven per cent of the CE books deal with the concept of general knowledge, and 21 percent with income generation activities

3. Most of the beneficiaries in Madurai and Pudukkottai districts wanted awareness related books, business and income generating activities

4. Women beneficiaries wanted women development related books and books on women issues

5. Most of the neo-literates were interested in big books with big point size and with a lot of message content.

6. The beneficiaries were not concerned about the size of the book but about the ideas and message conveyed by the materials

7. Most of the beneficiaries felt that the CE books did not cater to their needs because their needs were not assessed and were not taken into consideration by the authorities before purchasing books for them.
The youth were found to be interested in business related as well as self-interest and life improvement related books

(b) Conceptual Literature

Pillai (2000) in his article on Continuing Education and Income Generating Programmes wrote that Continuing Education is an indispensable component of the strategy of human resource development and the goal of creating a learning society. Achievement of basic literacy is not an end in itself. It is the entry point to the world of information and communication. The aim of the continuing education programme is to consolidate the basic literacy skills of speaking, reading, writing, numeracy and problem solving while at the same time transforming the learners into an educated community, able to participate actively and productively in the nation’s process of development.

Shah (1981), former chairperson, UGC, listed five aspects of continuing education: substitute education, complimentary education, prolongation of education, further education and individual development of every person.

The revised Programme of Action clearly stipulated that the adult education programme should include “self-directed continuing education in the perspective of the lifelong learning through library service, newspaper for neo-literates, charcha mandals and such other activities. This may also include the skill development programme for personal, social and occupational development.” Continuing education, which provides a second chance to those who missed formal education and is responsive to learner’s needs, directly addresses itself to structural inequalities. This includes all the learning opportunities the people want or need outside of basic literacy education and primary education.

Income generating programmes are one of the four target-specific functional programmes visualized by NLM as part of continuing education. These are those vocational
and technical education programmes, which help participants to acquire or upgrade vocational skills and enable them to conduct income-generating activities.

Designing of IGPs as a component of CE involves the development of a variety of innovative, locally relevant and employment-oriented vocational courses.

The major component of IGPs may include (a) a bridge course to upgrade literacy and to promote social and technological awareness, (b) skill development programmes covering commonly required basic skills, trade skills, on-site training and relative trade theory to provide scientific understanding; and (c) entrepreneurial skills including book-keeping, marketing and money saving skills.

The central focus of IGPs would involve fostering of linkages between several agencies engaged in the implementation of developmental programmes. It is essential to develop a networking and co-ordination mechanism to promote convergence of such development programmes for the benefit of all those for whom these programmes are targeted.

The IGPs, as the vital part of continuing education, should be an effective instrument of social transformation directed towards the uplift of the rural poor.

Prem Chand* (2000) expressed the following views regarding Continuing Education Phase and its problems:

1. Motivation of the learners: Demand for literacy is not forthcoming from the learners. The Ernakulam model was based on making literacy a felt need of the illiterates and deprived sections of the society. This has not happened in many of our literacy campaigns and that is why after spending one year, two years or even more years to acquire fragile literacy under the Total Literacy Campaigns, response of the learners

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for Post-Literacy Programme has not been very encouraging. For Continuing Education Programme it is still less.

2. Fatigue of the functionaries: In many cases, the Voluntary Teachers (VTs) of the TLC were enthused with a spirit of dedication and voluntarism. In some of the cases, they felt frustrated during the TLC phase itself. In some other cases, they continued till CE phase. Some of them expected some sort of return for their services, hence they became vocal, a few wanted respect to be given to them. Many others wanted to be rewarded in monetary terms. They felt fatigued for working on voluntary basis over a period of time. NLM had to introduce some sort of honorarium for Preraks in CE phase. Is this honorarium able to attract dedicated and voluntary workers who worked very hard for literacy. It seems that a sort of fatigue has crept into the Continuing Education stage of the literacy effort.

3. Levels of literacy: The External Evaluation studies have shown that the levels of literacy expected to be reached after TLC phase and PLP phase are achieved only by a small percent of the learners. Even those who complete primer-III are not literate in the sense of the term adopted by NLM i.e. use of the literacy acquired by them in their day-to-day life situations. The real test will be what percentage of them start making use of that literacy and it is here the real test of success of Continuing Education programme comes in. Impact of the literacy on their quality of life should be visible during the CE stage.

4. Continuing education centers expectations and their functioning: The concept of CE Centers has taken into account various needs of the learners. It has also provided flexibility in the working of these centers depending on the local conditions, the needs of the learners and the resources available. If we do not use these flexibilities and do not decide our programmes on the basis of the needs of learners, we may not be able to attract many of the neo-literates, the semi literates and the non-literate. We must cater to the needs of the clientele group of our TLC and PLP on a priority basis. Efforts will need to be made to make these centers more attractive. What we need to discuss is the role of the Prerak in making this center a vibrant institution and participation of the community and availability of local resources for different activities. There is no provision of funds in the C.E. scheme for some of the activities
envisaged therein and for rent building, which are required to be raised by local resources.

MAHAJAN, MUKUND (1999) in his paper 'Continuing Education in Rural Areas: Need Identification and Flexibility in Implementation' presented at Inter-Country Training Seminar on Continuing Education, Pune, India, strongly expressed that the CE programmes, as suggested in the APPEAL Training material for Continuing Education Programme, prepared by UNESCO—PROAP, cannot and should not be used as tailor-made models in all the countries of the region. In fact, it would not be possible to implement these programmes even within a single country due to developmental diversities, climatic conditions, natural resource endowments, local traditions and the most important, local needs for development.

Before establishment of CE centres, a lot of groundwork needs to be done. Because (i) CE is not a time bound campaign but calls for sustained efforts; (ii) there is a flexibility in implementation, which is a very spirit of CE; and (iii) the CE centres has to cater to the local needs of the society.

The CEC is expected to perform a variety of functions, which requires involvement of government and non-government agencies. Each CEC needs to lay down priorities in the light of local needs. For this needs - assessment survey is necessary. Based on the urgency, prospects of peoples’ participation and support, technical feasibility, and possibilities of providing an intervention through CE Programme, the priorities should be decided. Accordingly, the programmes at CEC should be organised. To fulfill these needs, some reading material can be prepared with the help of State Resource Centre, District Resource Units, local expertise and DIET.
The author further says that, flexibility and need-based programmes are the characteristics of CE programme. Only such an approach can make the CE programme dynamic and development oriented.

PATEL, RAZIA (1999), in her paper on ‘Continuing Education for Minorities: Need for Separate Strategies, Constraints and Programmes’ presented at Inter-Country Training Seminar on Continuing Education organised at Puna, India, states that, different communities are at different levels of development. Hence, separate strategies for each group needs to be developed separately, so that they all will attain a common level of development first. For this, a suitable environment needs to be created which will ensure democracy, secular value system, and continuing peace.

According to Patel, the minorities have separate educational needs which include:

(a) Communication media: The society uses the language spoken by the majority or English. Minority community lacks in the skills of communications and hence, suffers setback in competition.

(b) Economic status: Minorities belong to lower income groups, which affects on education of child. There is a large percentage of drop-outs of minority children from the schools in early ages in order to earn livelihood, and hence lack in modern skills/techniques/upgradation of traditional skills.

(c) Socio-Political status: The low level of education leads to less participation in development process, which further reduces representation in decision making bodies and ultimately in ruling class.

(d) Religious, racial and lingual problems: To protect their identity, the minority groups are reluctant to adopt modern techniques/trends in education. Hence, educational programmes should consider these realities.
To overcome these problems in the programmes to be organised at CE centres, the following can be adopted:

1. **Post Literacy Programme level**: Basically, the literacy programme may not have fully reached to minorities. Hence, at CEC, special attention should be paid to reach the minorities through culturally acceptable literature for minorities.

2. **Equivalence Programme**: Formal education be given in minority language. A parallel education must be provided for communication skills in regional language and English.

3. **Quality of Life Improvement Programmes**: For economically deprived minorities, programmes related to healthy, sanitation, housing related improvements should be organised to improve their quality of life.

4. **Income Generation Programmes**: Many minority people have traditional artisanship skills such as weaving, pottery, brass utensils, auto-garage, workshops etc. But they do not have co-operative marketing, processing for export and documentation of these skills. This results in giving profit to a few traders. IGPs to be organised should consider these lacunas.

5. **Individual Interest Promotion Programmes**: Minority community women have very small space and opportunity for socialization and expression for their creativity. Different cultural activities and celebration of days should be planned in such a way that these women could get a maximum change of participation.

6. **Future Oriented Programmes**: Modern technology related skills such as computer software industry, auto engineering, different scientific disciplines and awareness improving educational programmes be organised for minority groups. This will help to create a modern attitude and will enable the community to claim its due share in the development.
(B) LITERATURE GENERATED ABROAD

(a) Empirical Literature

Uwameiye (2000) conducted a study on training methodology used by the Nigerian indigenous apprenticeship system. This research has been classified by Nigeria as a study in the field of non-formal education.

The main objective of the study was to investigate the methods used by the roadside apprenticeship in the training of their clients. The data were collected from the 320 master craftsmen, 320 journeymen and 320 apprentices of two States namely Edo and Delta. On the whole, 16 trades and crafts were used for the study. From each trade, 20 master-craftsmen, 20 journeymen and 20 apprentices were selected randomly.

The major findings were:

1. Training: Thorough training orientation was given to apprentices. This included introduction to names and uses of tools found in each trade, parts of machines in use and their functions, code of conduct, good customer relationship. The training period varied between 3 to 5 years.

2. Training method: No formal curriculum was developed. Jobs at hand / problems / faults in the material, time determined the content. Learning through observation was adopted. Safety in workshops was also included in training.

3. Evaluation: Apprentices were evaluated through two methods—customers' satisfaction and consistency in successful diagnosis of faults / demonstration of skills.

Osunde and Omoruyi (2003) studied women's attitude towards special skills training programme in Nigeria and its implications.

The specific objectives of the study were:

i. To find out the attitude of rural and urban women towards women's special skills training programme.
ii. To ascertain significant difference, if any, in the attitude of rural and urban women towards women's special skills training programme.

iii. To determine the perception of rural and urban women towards the women's special skills training programme.

The sample consisted of a total of 360 women participants from six women special skills training centres in the southern part of Nigeria. Sixty women from each centre were selected randomly.

The findings of the study were:

1. A majority (64.44%) of the participants of the women's special skill training programme were urban dwellers.

2. The urban and rural participants in the programme were at par in their attitude towards the programme in all the areas examined, except in the aspect on the level of involvement of the women. The urban and rural participants do not agree that almost all the women are involved in the programme. While the participants from the urban area accept the fact that almost all the women are involved in the programme, those from the rural areas disagree.

3. Urban (86%) and rural (98%) centre participants had positive attitude towards the women special skills training programme.

4. There was no significant difference in rural and urban women's attitude towards the special skills training programme.

5. Greater percentage of the women was found to have positive attitude towards the programme.
Rie (2002) conducted a process analysis of a Total Literacy Campaign in India: A Case Study of Udaipur district, Rajasthan.∗

The objective of the research was to study how the campaign approach approved at the national level is de facto implemented at the grass-root level with local specific variances beyond the model.

Nine Operational stages of the campaign implementation were identified as a framework for data collection and analysis: initiation of the campaign; environment building, survey, administrative structure; monitoring and supervision; teaching learning materials, training of volunteer forces; arrangement of literacy centres; and financial management. The questions related to each operational stage were asked.

The main findings were:

1. The District Literacy Cell became de facto the sole decision making and implementation body in Udaipur TLC, which in time led to bureaucratization of the very approach to the campaign within the district itself.

2. There was absence of strong non-governmental forces (i.e. NGOs or voluntary agencies) at the grass-root level that could work with the district administration ‘as a team.’

3. Local initiation was hardly identified in any of the sample villages, and the campaign procedures became standardised.

4. The model which was actually implemented in TLC, Udaipur was quite different from the one envisaged initially by the NLM, in which district administration was to be a partner of the progressive forces within the society—a voluntary agency or group of individuals—and to encourage leadership and creativity for the literacy efforts in a campaign itself.

∗ Rie conducted a process analysis of Total Literacy Campaign in India, but this was submitted to University of Oxford. Hence, it is included in Literature Generated Abroad

The objective was to analyse the major trends and lessons drawn from a pilot project by Action-Aid Tanzania that has been implementing REFLECT methodology in two poor and rural communities in Tanzania. Data were collected from REFLECT instructors, participants in REFLECT circles, district officials and community leaders

Following were the major findings of this study:

1. REFLECT circles have become focal points for discussing community problems like water issues, roads, soil fertility and health. HIV/AIDS and agricultural issues, REFLECT methodology has given communities the opportunity to explore consciously why they are poor and what factors affect them.

2. Income generating activities (although in small scale) have been initiated and these activities keep the circle members together and earn them income to improve their livelihood.

3. Gender disparity has been reduced among REFLECT members and activities can be performed with less gender bias. Families have learnt to share workload and plan together in the best interest of the family.

4. More involvement of women in development efforts has emerged in both areas. There was an increased confidence among women to participate in various meetings, and talk in public. Women can now participate effectively in discussions, contest for leadership positions and make their voices heard.

5. There was an increased awareness among people. Now they know that problems are not God given. This awareness is not the result of telling people ‘how things are’ but emerged as a process where people learned through experience and which allowed them to question their reality independently.
(b) **Conceptual Literature**

An article 'Rural Adult Education in China' written by Farooq (1999) gives an elaborate picture about literacy programme in China. In China, during the past 50 years, a large number of illiterates have become literate. This achievement is due to Rural Adult Education Programme.

During 1992 to 1996, a large number of educational and training programmes were provided at different levels and in diversified modes.

Curriculum was specially developed for adult schools. This included policies and legal matters, general education, technical training and vocational education, health care and hygiene education and recreation. The main emphasis was given to practical skill training, specially knowledge and skills concerning crop planting, animal husbandry, fish farming, processing of farm products and others in response to learners needs.

The author further says that,

"the effective eradication of illiteracy greatly improved the quality of work force, both urban and rural. A large number of peasants have become free from ignorance and poverty. It is especially noteworthy that once the rural people have mastered the written language and become able to acquire new knowledge, skills and information, their capacity in assimilating and utilizing science and technology is greatly improved. This makes it possible to popularize science and technology among the masses, to expand business operation and management skills of the peasants, to broaden their sphere of economic activities and to improve their general well being and quality of life."

An article written by Ogonor (2001) gives an illustrative picture about non-formal education for social development in Nigeria and the issue of management. The National Policy on Education (1981) of Nigeria states that, non-formal education consists of functional literacy, remedial, continuing, vocational, aesthetic, cultural and civic education for youth and adults outside the formal school systems. Today, non-formal education exists side by
side with formal education in the Nigerian educational system. The formal educational sector attracts government attention, public interest and finance, while the non-formal educational sector, though has much patronage, is accorded a much lower status.

Contribution of non-formal education to social development is distinct. It provides basic literacy to those who have not attended the formal schools or dropped out of school before completion of education; wide range of learning services for unskilled and semi-skilled workers, opportunity for innovation. It is a means of socialization and preservation of the traditional culture.

Contribution of non-formal education to development in Nigeria was immense. It has promoted acquisition of skills leading to self-employment. It also contributed in inculcating social values like unity, dedication, faithfulness and loyalty to the nation.

The author further elaborates that different governments during different periods established non-formal education centres. But they were short lived due to following management flaws.

(a) Planning : There were no provisions for continuity of the programmes when the supporters were out of power. They were run as private organization though public resources were utilized for them.

(b) Staffing : The organs did not seem to have defined structure. Positions in these programmes were occupied in the absence of proper planning, not defined structure of staffing, lack of a sense of direction and purpose.

To overcome these problems, the author suggests that, the government has to prepare a blue-print of the goals of non-formal education agencies. He further suggests to formulate short-term and long term goals, decentralization, appointment of competent staff, close
monitoring, accountability of each activity and periodic evaluation of performance of the centres. This will lead to expected social development.

Okukpon (2002) illustrates the pattern of lifelong learning and continuing education in Nigeria. Lifelong learning entails entire transformation of the individual to enable him to cope with the changing life situations. It also includes acquisition of knowledge, skills, values and beliefs, which are necessary for everyday interaction.

Continuing education in contemporary Nigeria has taken into account all aspects of individual and community development. In the Nigerian context, continuing education comes in the form of remedial education, extra-mural education, further education and, more importantly, distance education.

Continuing education in Nigeria is provided through different agencies which include governmental, non-governmental and quasi-governmental or parastatals.

Tertiary institutions promote continuing education through part-time programmes organised for the workers in the Nigerian workforce. Industrial establishments, labour establishments, labour unions and other organizations (voluntary) also provide continuing education to Nigerian citizens. In the same vein, the National Commission for Mass Literacy and Non-formal Education as well as local government departments, which are in charge of promoting literacy and self-improvement and community education, provide continuing education services to their participants.

In addition to these, the Administrative Staff College of Nigeria and the Centre for Management Development, voluntary and religious organizations, universities, and mass media were also involved in education in order to meet the growing demands of the people for continuing education.
Thus, lifelong learning and continuing education in Nigeria has become a pattern of life and living among the citizens.

Achime, Nwabueze and Onyemunwa in their article on microeconomic policy issues of Adult Education in Nigeria (2003) have discussed micro-economic policies and adult education in Nigeria at length. The article mentions that Nigerian government did not formulate consistent and sustainable policy towards adult education programmes outside the university system. Political will backing universalization of basic education has not been translated into positive action programmes and adequate financial and human resources have not been allocated. Other constraints were low motivation among the target population, emphasis on formal education, lack of innovation in delivering adult education, poor quality of programmes, teaching methods and materials, lack of effective post-literacy programmes and inadequate teaching and administrative personnel.

The author opined that, political leadership was inadequately informed about the need for the radical transformation of resources in favour of adult education. The policy-makers in Nigeria lack knowledge regarding the economic benefit of adult education in the contemporary society. This will, invariably affect undesirable economic consequences for the society, which may include social ills and distortions in economic growth.

While discussing in detail about macroeconomic policy and Human Development Index in Nigeria, the author says that the discipline of adult education still remains within the low priority list of macroeconomic policy of government. The government policy failed to focus on education within the context of career aspiration of adults. Adequate funds need to be allocated to adult education, which in turn would enable the adult learners to participate in the national development.
The author points to the fact that macroeconomic policy towards capacity building through investment in adult education can accelerate economic growth, alleviate poverty and protect the Nigerian economy from further distortions. The author suggests that, through proper macroeconomic policy realignment in the current financial investment pattern in Adult Education sector, the goal of literate society in Nigeria can be achieved.

Oduaran (2003) in his article on ‘Order out of chaos: Repositioning Africa for globalization through lifelong learning’ states that in spite of the different efforts Governments in African nations have made schemes to provide universal education, but the progress so far made in reducing adult illiteracy was not cheering enough. For example, in 1997, adult literacy rate for all sub-Saharan Africa was 58.5 (UNDP, 1999).

The major problems faced by the African continent include conflicts, poverty, pandemic diseases, environmental degradation and adult illiteracy. Poverty is perhaps the biggest threat to Africa’s effective participation in globalization. The author opined that, the participation in globalization was premised partly on political stability, effective and prudent management of scarce resources. He further adds that the geometric rate at which HIV/AIDS was spreading on the continent poses another major threat to Africa’s participation in globalization. HIV/AIDS pandemic afflicts the labour force and results in waste of huge investments in education and training. With this background, Africa needs to reposition for its effective participation in globalization.

For repositioning, the author suggests to put emphasis on human potentials. He further says that, the government should take responsibility for coordinating the supply of lifelong learning activities.

The author suggests to include knowledge on techno-scientific and technical schemes in curriculum, which can address the problems of under-productivity.
needs to be well equipped and funded. Author also realizes the need to strengthen the programmes of education and training.

Shah (2003) elaborates distinct features of literacy programme in Thailand in his article on ‘Lessons from Adult Education Programmes in the East and South-East Asian Countries: A Case Study of Thailand.’ Thailand has designed and implemented a number of innovative adult education programmes very effectively.

The author says that, since 1979, all types of adult education programmes in Thailand were known as Non-formal Education. The objective of non-formal education was to provide a second chance of education to support and promote learning activities for youth and to organize an informal learning environment for the public.

During the last six decades, a variety of non-formal education programmes have been tried out in Thailand, which can be broadly categorized into four: (i) basic education programme including literacy, primary and secondary education, (ii) Vocational Education Programme, (iii) Informal Education through libraries, village reading centres, museums etc. (iv) Distance Mode through radio and television.

Thailand has implemented work oriented functional literacy, based on the UNESCO’s concept of Fundamental Education (1950). In 1969, Thailand modified this approach by including problem-solving abilities to assist villagers in coping with rapid socio-economic changes.

An important aspect of Thai Functional Literacy Programme is provision made to cover people with special needs and living in far off and remote areas. A special curriculum for the hill tribes was prepared. A village education centre was constructed with the help of the local community to serve as a learning centre. It also provided lodging for the teachers.
from outside. The villagers were free to visit the centre at their convenience to learn and engage in discussion with teacher.

One of the striking features of non-formal education system was the provision of well-planned programme of post literacy so that the neo-literates do not lapse into illiteracy. This was attempted through the organization of reading centres, setting up libraries and launching reading campaigns.

The author further says that, several measures had taken for post-literacy. They included a series of fifty pictorial booklets dealing with wide variety of topics, simple wall newspapers, books collection drive etc.

Thai Government also launched a nationwide reading campaign in 1984 which aimed at promoting reading habits among children, youth and the general public.

A variety of skill oriented continuing education programmes have been organised to provide the opportunities for neo-literates to upgrade their literacy skills and utilize them for the improvement of life as well as to acquire educational qualifications comparable with upper primary education, lower secondary education and upper secondary education. These are offered through various forms of equivalence continuing education programmes.

The curricula used were based on the formal school curricula with some modifications. The student can choose to study through the classroom approach, distance education or self-study.

Thailand also started distance education for neo-literates in 1977. Those, who were unable to attend regular classes, continued their education through radio and correspondence education programme. Most of the learners received the learning materials free of charge, and on week-ends they undertook group activities. Besides the teaching-learning activities,
multimedia as self-learning package, radio and television programmes and group meetings were the modes used in distance education programme

Vocational continuing education programmes were also organised on a large scale. Both government and private agencies organised skill-training programmes for the out-of-school population. Many of these programmes are standardized packages. Others, however, were developed in response to a specific local group need or interest.

Mobile Trade Training School was one of the innovative projects introduced by Thailand in 1960s to impart skill-based training to adults living in far off places. In this, each mobile van was equipped with equipment and two instructors. It moved from village to village at an interval of 1-3 years. It imparted vocational training in selected areas for a duration of 300 hours in five months.

The success of the literacy programme in Thailand developed a strong network of continuing education programmes and reading centres thereby moving towards learning society. Thailand’s experience confirms that universal primary education, promotion of basic literacy and provision of continuing education should be perceived and planned as an integral part of the total effort to provide education for all.

Thailand has conceived literacy promotion as a continuous process without long intervals of inaction. Basic literacy programmes were followed by post-literacy programmes. Due care was taken to provide plenty of attractive reading materials to neo-literates so that they do not lapse into illiteracy. Literacy was not for literacy per se or as an end in itself but seen as a component of developing systematic equivalence programmes at par with formal education. The development of strong continuing education programmes, especially vocational training implemented through classrooms, and distance education mode has been a model to several countries of South Asian region.
One of the distinguishing features of Thai experience is the importance accorded to basic education, which shows budget allocation for non-formal education as high as 1.66 per cent (1998).

Thailand has constituted strong machinery of interdisciplinary team of professionals, technocrats and civil servants to plan and implement non-formal education.

Venkateswarlu Tadiboyina (2003) in his article on 'Role of Canadian Universities in Adult Education' gives the details about adult and continuing education programmes in Canada. Three methods were used in Canada to disseminate adult education:

1. Traditional correspondence of text-based learning by mail.
2. Mail correspondence supplemented by the telephone contact.
3. The use of communication technologies to construct a suitable and co-operative learning.

Text, audio, video and the combination of these three have been used to suit an appropriate context for an effective learning. Counselling services were offered to students studying at home; multimedia learning promoted audio and video conferencing between the students, and web-based courses were offered through the internet to promote student involvement in course design and group discussions.

This was followed by continuing education programme. Different methodologies were adopted, based on their level of skills, types of jobs in which they were employed and their socio-economic background. Canadian universities introduced new courses, revised existing curricula and upgraded department status to school or faculty of distance or continuing education.
Information technology and its applications in educational institutions changed the roles of universities. The Canadian universities undertook an obligation to fulfil the needs of adults and courses offered through multimedia communication system at on-and-off campus centres. They introduced cost-cutting measures such as resource sharing with other educational institutes, consortial agreements for a select number of programmes like transfer of credits taken at community colleges and foreign universities, and training students to use external resources through the internet (Sweet, 2000). These cost cutting measures helped to a marginal extent in creating affordability for students and reducing budget deficits for universities.

Epilogue

An analysis of the review of literature generated in India reveals that many studies conducted in India in the field of adult education dealing with topics such as lapse into illiteracy, reading needs and interests of neo-literates, evaluation of social education, youth welfare programmes, implementation and evaluation of adult education programmes, assessing the qualities of adult education programmes, training in literacy campaigns, literacy skills of neo-literates, qualitative outcome and social influence of TLCs, impact of literacy campaigns on health, hygiene, conservation of environment and national integration and so on. Amongst these topics, a large number of studies deal with evaluation of adult education programmes.

Similarly, studies have been conducted on problems and issues of post-literacy and continuing education programmes, role of Jana Shikshan Nilayams in continuing education, evaluation of resource persons’ training in post-literacy programme, integration of developmental programmes in post-literacy and continuing education, content analysis of books for neo-literates, learning world of neo-literates, impact of post-literacy and so on.
A few studies have been conducted on vocational skill development, needs of neo-literates, role of local government institutions in the implementation of continuing education programmes, functioning of continuing education centres, training needs of CE programme, problems faced by neo-literates in attending CECs, the influence of training, materials and community support on the performance of preraks, skill based continuing education programme, mass-media exposure of neo-literates in CECs, constraints of CE programme and the role of Madurai Kamraj University in CE programmes.

It must be noted here that, almost all the studies have used the survey method except when content analysis of books was done. The studies on evaluation of continuing education programme, are fewer in number. Moreover, a large majority of these studies have been conducted using samples from southern states such as Karnataka, Andhra Pradesh and Tamil Nadu, and northern states such as Punjab and Haryana. Very few studies have been conducted on samples from western region of India in general and Maharashtra in particular.

An analysis of the literature generated abroad is divided into several sub-titles such as the trend of adult education research in the U.S.A., Western Europe, Eastern Europe and the Soviet Union and developing countries other than India. This is described in the following paragraphs.

**Adult Education Researches in the United States**

With the changing global scenario due to industrialization, scientific innovation and fast technical progress, Adult Education has evolved into continuing education to meet the continuously changing needs of the learners

Most of the educational institutes in the USA have set up their extension departments and run the programmes in an organised manner. Their syllabus covers functional know-how
of this profession and occupation, knowledge of art and craft, science, foreign policy, languages etc. catering to the needs of people from different age groups and interests.

In the early 1930's, adult education researches, according to Knox, were rather scattered studies. They were mainly conducted by the psychologists and sociologists, who were interested in different aspects of adult education. Psychological researches focused on the areas of adult learning; whereas sociological researches focused on group behaviour and social change. Historical research emphasized adult education providers. Doctoral programmes with specialization in adult education resulted in a rich source of research findings relevant to the field.

The researches in 1980's focused on objectivity, replicability, data based conclusions and generalizations. Many studies had the procedures of judging programme effectiveness as a major component. The conclusions drawn by such researches have been extremely useful to the practitioners in adult education planning, improving and developing accountability of their programmes. Most of the adult education researches have been descriptive studies aimed at generalizing and explaining the phenomena. Methodologies used in such researches include survey, historical, ethnographic, longitudinal and experimental.

Most of the adult education researches conducted can be placed into four categories:

1. Adult development and learning that includes all aspects of adults as learners.

2. Programme development covers planning, and conducting and evaluating adult learning and teaching activities.

3. Organization and administration covers the study of adult education agencies as social systems related to their parent organizations and to the society in general. It also focuses on the examination of all tasks performed by adult education administrators and supervisors.
(4) Contextual trends and issues cover the history of the field, relations among providers, and social and philosophical issues that confront adult education.

**Adult Education Research in Western Europe**

Titmus extensively explains the Adult Education Research in Western Europe. He says, "research was sparse and spasmodic until the 1960’s. Only in the 1970’s did centres of systematic study become established in most countries." This development was possible because by this time adult education actively had solidified its position in the social, economic and cultural areas throughout the region.

It was found that, ‘survey’ as a form of enquiry was used in all the researches. Survey as a technique facilitated understanding of the patterns of participation in adult education. It also helped in investigating the adult attitudes to education and in assessing their learning needs. Besides, survey is used to evaluate government policy and to study the providers, participants and the activities of citizenship education.

It was found that, research in Western Europe is more sociologically inclined and focuses less on the psychological aspects of the phenomena.

**Adult Education Research in Eastern Europe and the Soviet Union**

Livecka is of the opinion that most of the adult education researches conducted in Eastern Europe and the Soviet Union dealt mainly with the topics such as—general problems of adult pedagogy, main and principal stages in the history of adult pedagogy, theoretical problems of raising the cultural and educational standards of the adults, and pedagogical control of their self-education. They also covered the problems relating to the education of adults, pedagogical problems of leisure and the problems of applied adult pedagogy.
Evaluation in Adult Education in Developing Countries

Spaulding is of the opinion that, in developing countries many evaluations have been conducted in the field of adult education. Some of them are:

Early Evaluation Efforts in Adult Education

In the United States, during 1920s and 1930s agricultural extension specialists conducted a wide range of studies to assess the effects of various extension practices. It was found that, farmers changed their practices especially if they witnessed a demonstration of a particular technique carried out on a farm similar to theirs. It helped them to identify with it. Following this, media publications, radio programmes, and face-to-face visits of extension workers performed a crucial role in reinforcing and bringing out changes in their farming practices.

In 1950s, the Organization of American States (OAS) established the Latin American Fundamental Education Press. It started a programme that focused on preparing and testing of a series of adult education booklets especially designed for the adult learners with limited reading ability in Latin America. These booklets covered a wide area ranging from health, agriculture, civics, recreation to other topics considered important and relevant during the period of Latin American development. The series was pre-tested in a number of Latin American countries by surveying reading interests in rural and urban areas. The sample of adults was selected from different socio economic strata to see what they could read, understand and remember from the booklets being prepared. They also tried to evaluate the effects of different formats—such as illustration and captions from the test in developing the interests and comprehension level of the adult learners.

During the same period, the Inter American Institute for Agricultural Sciences at Costa Rica conducted a series of activities with emphasis on research and training in agricultural communications. Their main focus was on needs assessment and on conducting formative and summative evaluation.
UNESCO's contribution in adult education, literacy and reading materials for the neo-literate during the 1950s and 1960s is significant. It stressed various kinds of evaluative approaches such as—topic testing, pre-testing, post-testing and the study of environment etc.

During the 1950s UNESCO, Ford Foundation and other International agencies assisted a number of national programmes dealing with the preparation and evaluation of adult education literature.

**Current Evaluation Activities**

During the 1970s and early 1980s, the governing bodies of most international organizations called for more evaluative efforts. Both UNDP and UNESCO established offices/centres of evaluation, which in turn jointly undertook the task of evaluating a number of educational projects.

USAID (The United State Agency for International Development) and others funded major studies in this field. This includes a three-year effort made by Florida State University to evaluate the extensive work of Action Popular Cultural Organization (APCO) in Columbia. The APCO has developed a radiophonic education effort, which includes publications and volunteer monitors in many villages. It conducts a variety of adult education activities, which are supported by the communication infrastructure. The study highlights the complexity of developing and managing such a programme with a focus on attracting and developing the interest of the participant.

The World Bank, the Canadian International Development Agency (CIDA) have also contributed to a variety of evaluation efforts in the field of adult education.
Implications of Literature Review for the Present Study

The preceding review of related literature has helped the researcher concerning her investigation in the following ways:

- It has helped the researcher to determine the topic for her research, namely, an evaluative study of continuing education programme as very little work is earlier done on continuing education programmes. A majority of prior studies are on adult education programme.

- The researcher also found that, very few studies have evaluated AWPs and QLIPs in their studies, and hence, the researcher decided to conduct an evaluative study of continuing education programmes with special reference to AWPs and QLIPs.

- As the majority of prior researches were done in southern and northern parts of India, the researcher realised that there is a need to conduct research on evaluation of continuing education programmes in western region in general and Maharashtra in particular. Thus, the review helped the researcher to determine the geographical location of the study.

- Many prior researches have not included participants (beneficiaries), preraks and APOs in their study together. Thus, the researcher decided to include all the three categories of people in her sample so as to make the study comprehensive.

- Few prior researches have attempted to rank the CECs. Thus, the researcher perceived the need to fill up this gap by ranking the selected CECs in her study.

- Prior researches have made very few attempts to develop norms for running CECs and programmes within it. The researcher decided to fill up this gap by developing norms for NCECs and CEC and CE programmes in her study.

- Gaps in prior researches also helped the researcher in deciding to conduct the interviews of District Education Officers (CE) and Director, Directorate of Education (CE)
Based on the gaps in previous researches, the researcher decided to compare the quality of AWP s and QLIPs in different centres as well as perceptions of participants based on their gender, caste and educational background using statistical techniques such as t-test and ANOVA. Very few prior researches have done this.

A review of previous researches revealed that, a large majority of the studies have used the survey method. This fact helped the researcher in deciding that she needs to adopt a combination of survey as well as comparative approaches in her educational research wherein she conducted the study descriptively using the survey method and obtained data which were analysed verbally and logically in combination with the use of causal comparative method wherein some data were quantified and analysed quantitatively using statistical techniques.