CHAPTER II

REVIEW OF RELATED LITERATURE

As the main components of present study being the evaluation of literacy, awareness, functionality and attitudinal change, all the studies conducted with these aspects were gathered and reviewed. The reports on the studies which do not strictly conform to the rigours of the methodology of scientific research were not considered for review.

The studies reviewed were classified into four sections. They are;

SECTION 1: FARMERS' FUNCTIONAL LITERACY PROGRAMME (FFLP)

The Farmers' Functional Literacy Programme was in operation in India for about a decade. A number of research studies were carried out in evaluating the programmes or their components. In this programme the knowledge and practice in agriculture was given importance in addition to literacy.

SECTION 2: NATIONAL ADULT EDUCATION PROGRAMME (NAEP)

This programme was implemented in the country for a decade. The three essential components of the programme were literacy, awareness and functionality. Good number of research reports
on the evaluation of NAEP in different states were brought out by different agencies including National Research Institutes.

SECTION 3: STUDIES ON ATTITUDE TOWARDS ADULT EDUCATION / LITERACY
A few researchers conducted studies on attitude of adult learners towards adult education or literacy and the change observed in their attitudes.

SECTION 4: RELATIONSHIP BETWEEN LITERACY AND SOME INDEPENDENT VARIABLES
A few studies have established relationship between literacy and independent variables such as age, caste, occupation, sex, socio-economic status and mass media exposure etc. Available studies have been reviewed.
2.1 FARMERS' FUNCTIONAL LITERACY PROGRAMME (FFLP)

The available research studies under this heading have been classified into (a) Studies made by the Government of India and (b) Studies made by the non-governmental agencies and individuals.

2.1.1 Studies made by the Government of India

The Evaluation Committee appointed by the Union Ministry of Food and Agriculture, Community Development and Co-operation for evaluating the FFLP launched at the national level in 1967-68 submitted a report prepared on the basis of an analysis of progress reports, replies to questionnaires and field visits to selected districts namely Ludhiana, Lucknow, Coimbatore and Bangalore.

The observations of the committee were as follows:

1. Co-ordination between the Farmers Training Centres and Functional Literacy classes as well as inter-department co-ordination was a weak element in some states. The programme needed a vertical inter-agency hierarchy with well defined points of authority and responsibility.

2. Farmers' Discussion groups were not formed in some cases and often remained inactive even if they were existing.
3. The Functional Literacy Programme due to its utility to the farmers, had met with satisfactory response. However, the Functional Literacy Programme was in urgent need of effective follow-up.

4. The motivation among the farmers for participation in Functional Literacy Programmes was higher than that for participation in the traditional literacy classes.

The Union Ministry of Education and Youth Services (1970) in collaboration with the Ministry of Food and Agriculture conducted a quick survey of Functional Literacy Projects in ten districts. The findings of the survey revealed both the strong and weak points of the programme at the operational levels. The major findings were: 1. The functional literacy component of the project was weak. It was treated as a junior partner in the programme. 2. Only in those districts where trained project officers, supervisors and teachers were engaged, the work was done on sound lines. 3. The degree of involvement of the State Government in the projects was not satisfactory. 4. Co-ordination between the Agricultural Department, the Education Department and the Broadcasting Network at the state and district levels was weak. In some areas, the functional literacy component developed in isolation without the necessary liaison with the agricultural extension programme. 5. No preliminary survey work for ascertaining the existing literacy level and
the need for the programme was done before commencing the programme in many places. 6. The syllabus and the primer that were in use needed revision in accordance with the local needs, interests and problems. 7. There was no provision for establishing libraries, reading rooms, mobile circulating libraries etc. In other words, follow-up work was not planned in advance. 8. Wherever, inter-departmental co-operation existed, the projects were making better progress. 9. There was delay in the release of sanctioned funds and in the disbursement by the State Governments and district level officers.

These findings highlighted the drawbacks in the programme and indicated directions for better implementation.

The Directorate of Adult Education (1971) carried out scientific and systematic pilot evaluative studies of the project in Lucknow District of Uttar Pradesh. The objectives of the study were to obtain measurements of a) the attainment and use of literacy skills b) the impact of the programme on the individuals with particular emphasis on changes in agricultural production.

The study yielded positive and encouraging results. The programme was found to have resulted in a) developing literacy skills, b) disseminating knowledge of improved agricultural practices, c) speeding up of the adoption rate
of the improved agricultural practices and d) bringing some attitudinal changes among the learners.

The Directorate of Adult Education (1972) made a quick assessment of the socio-economic impact of the project in three districts in the states of Maharashtra, Karnataka and Uttar Pradesh. The main objective of evaluation was to assess the impact of functional literacy on agricultural development in general and agricultural production in particular. The group which had undergone the functional literacy course, i.e., the experimental group was compared with the group which had not been exposed to the treatment, i.e., the control group. An interview schedule consisting of both structured and open-ended questions was the main research tool.

Some of the major findings of the study were as follows:

1. There was marked increase in the average yield per acre in the experimental villages as compared to the situation before starting the programme as well as the conditions prevailing in the control villages.
2. The annual income of the participating farmers increased substantially.
3. The respondents covered by the Functional Literacy Programme namely the experimental groups, possessed larger number of both household articles and agricultural implements than those in the control group.
It was inferred from the investigation that the Functional Literacy Programme had an impact on socio-economic development in the rural areas.

Directorate of Adult Education (1972) carried out an evaluation of operational aspects of the Farmers' Functional Literacy Programme. A report was prepared on the basis of field experience, discussions with the personnel involved in the programme.

Some of the conclusions drawn were as follows: 1. The structural and organizational patterns of the project were not conducive to the achievement of its objectives. 2. High target setting and quick expansion resulted in a great strain on the administrative machinery. 3. Lack of adequate budget allocation, dearth of competent teachers, paucity in instructional materials, poor facilities in the classes, inadequate supervision and lack of transportation facilities were some of the major weaknesses which affected the final output in respect of quality and numbers.

2.1.2 Studies made by the Non-Government Agencies and Individuals

Pal (1970) compared institutional and non-institutional Farmers' Training and Educational Programmes in relation to knowledge, attitude and change in their behaviour. The sample was a randomized sample of farmers of Agra district of Uttar Pradesh.
He found that the farmers who participated in the institutionalized and non-institutionalized programmes differed significantly with regard to the change in the knowledge related to package practices. He also reported that caste was a significant correlate in the change of attitude towards Farmers' Training and Education Programmes. Age was not found to be significantly correlated to the changes in the behavioural component of the farmers of the treatment group. Age was negatively related to package practices. Social participation, family size, socio-economic status were significant positive correlates of knowledge about package practices and attitude towards Farmers' Training and Education Programme.

Parolkar (1971) made an investigation to determine (1) the relationship of education to agricultural production, (2) the relationship of educational level to agricultural production, and (3) the extent to which various extension education activities, economic factors, land holding and the educational background of the cultivator influence agricultural production.

The results were as follows:
1. There was a significant correlation between crop yield and level of educational attainment. Total variation in crop yield accounted for by the variables viz. adoption of improved farm practices, participation in extension
education activities, per capita, land holding and general education was 67 percent out of which education alone was responsible for 21 percent. 2. With regard to increasing the productive capacity of the land by individual farmers, it was found that mere literacy of the farmers was not sufficient but that it should be of a functional nature. 3. Primary level of education did not help the farmers much in improving upon the performance of the illiterate farmers. While in the case of farmers studied upto middle school standard, significant improvement was shown as compared to the performance of the illiterate.

It was concluded that a certain level and quality of literacy education background of a farmer had significant relationship with his agricultural production.

Pillai (1972) studied the impact of FFLP on the learners in the Athiyannur Block of Kerala State. An inventory form was prepared and was filled in by the teachers eliciting responses from the learners at the time of their admission. The following were the aspects on which the information was sought. Whether they had been to school, how far they studied, why they discontinued, why they wanted to join Functional Literacy Centre, their age, profession, marital status, etc. In the case of school drop-outs, the extent to which they could read or recognize words or alphabets was also ascertained.
A final test was held in every centre. Learners were asked to write words, answer questions relating to the content they studied, to do certain mental sums, to read unfamiliar passages from children's books etc. Based on the scores the learners were grouped into four categories. A (more than 75 percent), B. (51 to 75 percent), C (26 to 50 percent) and D (less than 25 percent). Based on the fact whether they had no schooling, studied 1, 2, 3, or 4 years in the school, categories, C_1, C_2, C_3 and C_4 were prepared respectively. There was positive relationship between the categories and the outcomes of the programme. There was a positive effect as a result of the teaching in the literacy and numeracy aspects.

The Directorate of Extension Education, University of Udaipur (1973) undertook an evaluation study of FFLP in Bharatpur district.

The results showed that:

1. about 68.3 percent of the participants of the Functional Literacy Programme acquired workable reading ability and writing ability.
2. 82.4 percent of the participants gained enough mathematical knowledge to keep their farm and home accounts.
3. Only 44.7 percent of the farmers could gain a satisfactory working knowledge of the latest agricultural techniques.
4. 66.6 percent of the participants showed awareness and interest in the need for
improvements in village environment and in its beautification. 5. 88.3 percent of the functionally literate farmers realised that by attending the Farmers' Functional Literacy Classes their social prestige was enhanced and 6. 77 percent of the participants acclaimed that they gained through increase in crop production on account of applying the recommended farm practices.

Jayarami Reddy (1973) made a comparative study of the knowledge possessed in high yielding variety of crops by participants and non-participants at Farmers' Functional Literacy Centres in Chinnagottigallu Block of Andhra Pradesh. An achievement test measuring knowledge in H.Y.V. of food crops viz. paddy, bajra and jowar was developed and used for data collection.

The following were the main findings of the study:

1. The participants of the Farmers' Functional Literacy Centres were possessing more knowledge in H.Y.V. of crops than the non-participants. But this difference was not statistically significant. 2. The greater the income of the subject, whether he was a participant or not, the more was the knowledge possessed by him about the H.Y.V. of crops. 3. The larger the land holding of the subject, whether a participant in the programme or not, the more was the knowledge possessed by him about H.Y.V. of crops. 4. Both the participants and non-participants had poor knowledge of plant protection measures for hybrid bajra and jowar.
Reddy and Murthy (1973) studied the impact of Functional Literacy on Agricultural Development. The study was conducted in Shadnagar Block in Andhra Pradesh where the Functional Literacy Programme was implemented.

The important dependent variables considered in this study were knowledge possessed by the farmers about certain improved agricultural practices and their adoption behaviour. The data were collected through interview on an interview schedule.

Some important findings of the study were as follows:

1. The differences between functional literates and illiterates in the knowledge about certain improved agricultural practices were analysed. The differences were found to be statistically significant, indicating that functional literates possessed better knowledge about improved agriculture practices than illiterates.

2. More number of functional literates were aware of the modern agricultural practices than the illiterates in the control group.

3. More number of functional literates had tried H.Y.V. of crops than the illiterates in the control group.

4. The functional literates were either 'high adopters' or 'medium adopters.' The majority of the illiterates were medium adopters while none of them was a high adopter.

The findings of the study clearly showed that there were significant differences in knowledge, awareness and adopting
improved practices between the functional literates and illiterates. It was therefore suggested that FFLP programmes were to be introduced on a large scale in order to make the new strategy of agricultural development more meaningful to small and illiterate farmers.

Brahma Prakash (1978) undertook a doctoral research project on the impact of functional literacy in the rural areas of Haryana and Union Territory of Delhi. This study aimed at assessing the impact of functional literacy programme on farmers, knowledge about practices of cultivation of high yielding varieties, their attitudes towards H.Y.V., their adoption behaviour and their attainments in 3 R's Experimental method was employed.

The main findings were:

The experimental group after having gone through the programme fared much better in the knowledge test. Gain in knowledge was higher among men than women. The programme made significant impact on adoption behaviour in the case of 14-35 age group. Younger farmers and women achieved a higher standard in reading and writing skills than the older and male farmers.

Venkataiah (1978) conducted a doctoral research project to study the impact of Farmers' Functional Literacy Programme on the participants in Andhra Pradesh. The study aimed at measuring the level of literacy, the gains in the
knowledge of modern agriculture and the changes in attitude of farmers achieved as a result of participation in the programme. The method employed was experimental.

The main findings were:

There was significant improvement in the experimental group in achievement in the 3 Rs while there was none in the control group. Children of class IV did better than the experimental group in reading and writing tests, there was, however, no significant difference in their achievement in arithmetic. The experimental group showed more favourable attitude both towards literacy and modern agriculture than the control group. Age was associated with attitudinal change, younger participants showing more change, socio-economic status was related with literacy as well as with agricultural knowledge.

Khajapeer (1980) conducted a study of the academic performance of the Functional Literacy Programme participants in relation to some socio-psychological factors. The aim of the study was to find relationship between academic performance and some socio-psychological factors of learners.

Some of the major findings were: Age, caste, per capita income, marital status, family type were not significantly related with academic performance. Newspaper reading, radio listening, participation in formal and non-formal
organizations, contact with agricultural extension agents were positively related with academic performance, while there was negative correlation between academic performance and conservation, fatalism and authoritarianism. Achievement motivation, aspiration level and attitudes towards literacy and improved methods of agriculture were all positively related with academic performance.
SECTION 2

2.2 NATIONAL ADULT EDUCATION PROGRAMME (NAEP)

Atul Sharma et al (1979) conducted an appraisal study on Adult Education Programme in Gujarat with the main objective of examining the working of the Adult Education Centres vis-a-vis the objectives of the NAEP.

The following were the findings of the study:

About three fifths of male as well as female learners in the sample were found to have acquired skill to write at the time of field visit. 13.4% of male and 18.2% of female learners indicated some ability to scribble their names. The arithmetic ability of 38.3% learners was judged to be good. As far as awareness and functionality were concerned, the learners were on the lower side.

Sachidananda et al (1980) made an appraisal on voluntary effort in adult education in Bihar and studied 113 centres out of 1140 centres to highlight the trend of functioning of the programme and its overall effect in bringing about changes in the society.

In assessing the participants of the Adult Education Programme they stated that almost all the learners had been able to write their names and address, the learners got information and were aware of various issues like agriculture, health care, improved seed, fertilizers etc.
Their attitude towards religious tolerance, fighting against injustice and exploitation had shown improvement.

Verma et al (1980) conducted a survey of 37 adult education centres in Bihar. This study concentrated on the problems faced in running adult education centres and achievement of the learners with regard to NAEP objectives.

They found that most of the participants achieved proficiency in reading and writing sentences. Regarding functionality and social awareness, the participants possessed knowledge about facilities available from various organizations and other bodies.

Directorate of Adult Education, Bihar, Patna, took up a study of Adult Education Programme in 1981. The objective of the study was to evaluate the performance of the National Adult Education Programme at the Shikaripada Block in district Santhal Pargana and make recommendations for greater effectiveness of the programme.

The findings of the study were as follows:

**Literacy**: Although the learners were able to read and write with fairly good degree of success, their performance in doing simple arithmetic needed improvement.

**Awareness**: Only 50% of the learners knew that dowry was illegal. 40% of the learners had the knowledge of minimum legal age of marriage for men and 25.3% for women. 53.3% and
56.7% of the learners respectively knew the minimum age to vote in assembly and parliament elections. All the respondents were aware of the problems in their villages.

**Functionality:** 12.0% of the learners felt that the programme had greatly benefited them in their everyday life while 85.3% felt somewhat benefited. Only 9.3% learners strongly felt that the adult education programme had prepared them better for their present occupation and 75.3% felt somewhat better prepared.

The enquiry made by Hebsur and others (1981) about the National Adult Education Programme in Maharashtra revealed the following findings:

**Literacy:** The performance of the learners in literacy was found to be good in reading and writing. The learners with the background of higher caste, higher occupation, modern exposure, regular attendance and previous school experience performed better than their counterparts.

**Social awareness:** A positive and significant impact was created by NAEP. It not only raised awareness component among the learners but also enabled them to revert meaningfully to situations involving the application of knowledge regarding social awareness. The impact was relatively more among the learners from higher castes, those exposed to modernization.
Functionality: The NAEP was found raising the levels of functionality among the learners. The learners who were relatively old, lower castes and classes gained more functional knowledge.

Ramakrishnan (1981) made an appraisal study of NAEP run by voluntary agencies in Tamilnadu. One of the objectives of the study was to assess the extent to which the objectives of the NAEP were achieved.

Important observations of the study were as follows:
1. Almost all the learners acquired the ability to sign their names and a very small percentage of them acquired literacy that could be considered useful. 2. On an average four learners per AEC became adequately literate. 3. Efforts for incorporating the functionality component in literacy and efforts for creating social awareness were negligible.

Susheela Mariappan (1981) undertook a study to assess the impact of the ten month programme run by Rural Unit for Health and Social Affairs on learners in terms of the general objectives of the NAEP viz. literacy, functionality and awareness.

The main findings of the study were:
1. Social activities and film-shows are effective in attracting learners to the centres. 2. 66% of the learners were able to acquire literacy skills. 3. 63% of the learners had raised the level of their occupational skills.
Verma, Mishra and Lal (1981) made a research study on Adult Education for Development under National Adult Education Programme in Bihar. One of the objectives of this study was to assess the achievement in terms of literacy and numeracy skills, level of social awareness and improvement of functional skill of the participants.

The results reported were as follows:

**Literacy skills**: 49.0% male and 44.5% female learners filled up the required information i.e. name, address, sex, caste, religion by themselves. Majority of the learners achieved proficiency in reading and writing up to sentences.

**Numeracy skills**: Majority of the learners acquired mastery over sums up to two digits subtraction. Females were better than males on easy items but on difficult items such as division and difficult subtraction the males were on the higher side.

**Awareness and Functionality**: Learners had knowledge about the facilities available from the post office, police station and gram panchayat. They had least knowledge about the co-operative society and panchayat sevak. About the facilities available from the primary health centres female learners were ahead of their male counterparts. 55.9% of male learners and 40.2% of female learners knew about veterinary centres. 16.1% of the males and 8.5% of females
knew about facilities available from the co-operative society.

A study designed to evaluate NAEP for its effectiveness in creating awareness among women about the other developmental programmes in Chandigarh was made by Ananda Bushan and Anita Viz (1982).

The study revealed that:
1. The NAEP affected a larger proportion of participants favourably on
   a. helping their children in school work
   b. competence to observe household responsibilities
   c. keeping their houses neat, tidy and well organised
   d. understanding their family problems
   e. taking precautions against diseases.

2. The women belonging to older and younger groups were favourably affected by NAEP regarding awareness.

3. The low income group developed more awareness than the high income groups.

4. The centres with attractive programmes contributed more to the awakening.

The study revealed the following findings:

1. Almost all the learners had perceived the impact of the programme in their literacy and numeracy skills. 2. The two aspects which had been considerably influenced, according to a large number of learners, were family welfare and personal habits. 3. Village leaders also perceived considerable improvement in the literacy and numeracy skills of the learners. 4. The impact with respect to the objectives of socio-political awareness and occupational skills was just marginal.

The Council for Social Development (1982) made a study of the Functional Literacy Programme of the Integrated Child Development Services Scheme in Meghalaya. The objective of the study was to determine the current status of the functional literacy component of the scheme.

The major findings of the study were as follows:

1. 45% of the participants scored zero in reading ability, 62% could not write and 41% could not identify any numerals. 2. 93% of the participants knew that a doctor should be consulted at the time of abortion or miscarriage. 3. About 60% of the participants realised the need for supplementary milk for the child by the age of three months. 4. More than 80% of the participants had their children vaccinated. 5. 95% of the participants knew the names of their respective anganwadi workers.
Harihar and Rao (1982) carried out an appraisal study on Adult Education in Rajasthan.

The results reported were as follows:

**Literacy and Numeracy**: The performance of the learners in the informal test administered to them was satisfactory. A large majority of the learners could haltingly read and write sentences. In the numeracy component, tasks like addition and subtraction were performed fairly well and tasks like multiplication and division were done haltingly.

**Awareness**: Learners were aware of the essential services offered by post offices. A majority of the learners were aware of the benefits available from saving money in banks. A majority of both male and female learners preferred treatment by an allopathic doctor. They were of the opinion that girls should be married after fifteen and boys after eighteen. Majority of the learners were unaware of the existence of the legislation against giving and taking dowry. A majority of the learners stated that they would report unjustified dealings to higher authorities. Learners also emphasized the importance of sending children to school.

Manoharlal and Rajeshwar Mishra (1982) conducted a study on Adult Education in Bihar. The objective of this study was to acquaint and assess the functioning of the National Adult Education Programme conducted in Bihar.
The findings of the project were as follows:

**Literacy skills**: 93.0% of learners could read letters. 90.0% of the learners could read words. 81.0% were able to read sentences correctly with understanding from their primers. 88.0% and 74.0% learners could write letters, words and sentences respectively from their primer. The achievement was more pronounced in reading than in writing skills.

**Numeracy skills**: All the learners were proficient in counting upto 100. 70.0% of learners could solve upto 3 digit sums of addition and 2 digit sums of subtraction. 47.0% could solve 3 digit subtraction. The overall performance of learners in numeracy skills was average.

**Awareness**: 60.0% of the learners were aware of the institutional facilities and services provided by the government through different agencies and functionaries such as primary health centre, veterinary centre, co-operative society, rural banks, panchayat, post office and police station. 63.2% of the learners possessed some knowledge about various legislations such as minimum age for marriage of boys and girls, anti-dowry act and minimum wages act, mutation of land and facilities for weaker sections. Only 15.0% and 30.0% knew about the correct age at marriage for males and females respectively. They were unable to distinguish the customary marriage age from the legal one.
Natarajan (1982) carried out a study on NAEP in Bihar with the objective of evaluating the performance of the Adult Education Programme and making recommendations for its greater effectiveness.

The study revealed the following major findings:

1. 68% of the learners had joined the programme for learning the 3 Rs, viz. reading, writing and simple arithmetic. Although the learners were found to be able to read and write with a fair degree of success at the end of the course, their performance in doing simple calculations needed improvement. 2. 30% of the learners felt that NAEP had greatly benefited them in their everyday life. 58% of them felt somewhat benefited and the remaining 11% did not feel that they had been benefited at all. 22% of the learners felt that the programme had prepared them 'better' for their present occupation and 58% felt somewhat better prepared. 3. The awareness level of learners with respect to co-operative society, family welfare centre and rural bank facilities was found to be inadequate. The level of awareness with regard to the minimum legal age of marriage, and of exercising the right of franchise in elections was not found to be satisfactory.

Selvam (1982) conducted a doctoral study of Social Impact of the Telecast Programme 'Education for Life' on Rural Adults in the District of Chingleput in Tamil Nadu.
The main objective of the study was to find out the impact of viewing the telecast programme on rural adult viewers in the fields of health and nutrition, agriculture and animal husbandry, family welfare and political socialization.

The main findings of the study were:
1. The frequency of television viewing was significantly related to the socio-economic characteristics of the viewers.
2. Higher exposure to television programme led to change in the awareness, knowledge and adoption of agriculture and animal husbandry, gain in knowledge in the areas of health and nutrition, family welfare and political socialization.
3. Television viewing led to the overall modernity of the viewers.

Susheela Mariappan (1982) undertook a study with an objective to find out the literacy standards of the learners, awareness of the learners, the benefits of literacy and attitude of the learners towards literacy.

The findings of the study were as follows:

Literacy: With regard to literacy a trend was evident that more the older, lesser was their literacy standard. About 75% of the learners in the age group of 45 and above were unable to read and write; on the other hand, it was 44% amongst learners in the age group of 20-24. Illiteracy was seen more among women than among men. In the age group of 15-19, 37% were women who were unable to read and write and
it was less than half of this (15%) in case of men. Only 11% of the learners were able to read and write a few words and 32% were able to write their names.

**Awareness**: Men were in general more aware of the existence of adult education programme in the region. Among the 99% of men, who were aware of the programme, only 91% were knowledgeable about the benefits of the scheme while among women all the 94% who were aware of the programme, had also known the benefits of the scheme.

Acharjee et al (1983) conducted a research project entitled "A Study of Five Blocks in Bihar" under National Adult Education Programme. The main objective of this research project was to find out the impact of Adult Education Programme on the learners.

The findings were as follows:

1. The literacy test showed that in both running and closed centres the comparative performance in reading and writing was better than that in dictation and numeracy.
2. Males were generally better performers than females in reading and writing.
3. The higher age groups were better in reading and writing.
4. A comparison of retentivity rate between learners of the centres which had closed earlier than the more recently closed ones, showed that in reading, writing and dictation there was no significant difference but the learners from recently closed centres had better
retentivity rate in numeracy and comprehension. 5. Ability to write letters or applications for aids, etc., made them self-sufficient and better communication of their needs. 
6. In general, the performance level of learners in mixed centres was significantly better than that of those in purely male or female centres.

Acharjee and Mitra (1985) carried out an evaluation study of Adult Education in Dhanbad. The objective of the study was to evaluate to what extent the Adult Education Centres have succeeded in achieving the objectives of National Adult Education Programme.

The main findings of the study were as follows:

**Literacy**
1. Overall literacy level of the female learners was higher than that of the male learners.
2. Level of literacy of younger learners, below the age of 20 years, was higher than the others'.
3. Learners belonging to scheduled caste had obtained better literacy ratings.
4. Literacy level of farmers and contract labourers was better than that of those engaged in business or service.
5. Performance of the learners was the best in the area of reading whereas dictation was the weakest area.

**Functionality and Awareness**
1. Learners were neither aware of most of the facilities available for rural development nor did they make use of these facilities.
2. Learners' awareness about social legislation was very
3. The attitude of the learners was quite progressive in connection with dowry, plural marriages, witchcraft and control of epidemics. 4. Learners' awareness of political situation was very poor. 5. There was an awareness of civic rights among the learners.

Aikara and Henriques (1983) made a triple stage study of Adult learners in Maharashtra. The specific objectives of the study were 1. to assess the role of the AEC in imparting literacy, functionality and social awareness and 2. to find out the progress of the adult learners at different stages in acquiring literacy, functionality and social awareness.

The main conclusions of the study were:

1. A large number of adults did not benefit from the programme, especially as far as literacy was concerned. 2. A few adults who could not read even a single word when they joined the AEC, improved themselves to the extent of obtaining a high score in the literacy test. 3. Adult learners performed better during the first six months than during the latter period of the AEC. 4. The gains in functionality were much more than those in literacy. 5. Improvement in social awareness was not so marked as in the case of functionality. 6. The level of literacy possessed by the adults at the end of AEC's was much lower than that of functionality and social awareness.
Ganguli, Pathak and Mirza (1983) conducted an evaluative study of adult education in Bihar. The major objective of this study was to evaluate the performance of the National Adult Education Programme implemented through the five projects run by the state government of Bihar and make necessary suggestions for further improvement.

The findings of the study were as follows:

**Literacy and Numeracy:** As many as 93.3% could read letters, 86.7% could read words and 65% could read the whole sentence. 90% could write letters, 80% could write words and 63.3% could write sentences. 81.7% solved one digit, 80% solved two digit and 61.7% solved three digit addition. One digit subtraction was solved by 76.7% of the learners, 75% solved two digit subtraction and 68.3% solved three digit subtraction. 70% learners solved the three digit multiplication and 61.7% solved three digit division.

**Awareness and Functionality:** 37% of the learners obtained awareness of facilities of medical care like facilities of treatment, vaccination, injections and medicines. 5% of the learners obtained awareness regarding family planning, 77% had knowledge about veterinary centres, 33% got their animals checked up and 20% got medicines from veterinary centre. Only 7% obtained the help provided by co-operative society. 43% had deposited money. As regards police station 83% knew about it. 42% of the learners knew
that B. D. O. office provides agricultural facilities and 16% had taken fertilizers and seeds from the block office. 43% had knowledge about Gramin Bank. Almost everybody had knowledge about the post office. 96.6% of the learners had knowledge about Panchayats and 44% knew that it settles disputes in the villages. Everybody had knowledge about police station and its various functions such as it provides security measures and controls crime.

Lal and Mishra (1983) conducted an appraisal study 'Adult Education in Bihar.' The main objective of the study was to evaluate the functioning of the adult education programme in Bihar implemented through Rural Functional Literacy Projects.

The findings of the study were as follows:

Learners' performance was good in reading and writing and average in numeracy. Most of the learners were aware of institutional facilities available at the block, panchayat and village levels. Though most of the learners claimed to know about various enactments and social issues the accuracy of their knowledge was questionable.

Leela Visaria and Thomas Mathew (1983) conducted an evaluative study on Adult Education Programme in Gujarat. The main objective was to give suggestions to improve the programme.
The findings of the study were:

1. Irregularity of the learners in attending the classes was one of the major limitations of the programme. 2. About 55% of the learners performed reasonably well on the reading, writing and the arithmetic tests administered to them. The performance did slightly increase with the previous schooling. 3. Most learners viewed AEC's as a programme to make them literate. Although majority indicated that they were informed about various health related issues and other social awareness issues, when specifically asked, hardly any could think of any example of that knowledge being useful to them in real life.

Sachchidananda and Ganguli (1983) made an appraisal study 'Adult Education through Nehru Yuvak Kendra.' The major objective of the study was to evaluate the performance of National Adult Education Programme implemented through Nehru Yuvak Kendra and make suggestions for further improvement.

The major conclusions of the study were:

1. The attainment of learners on literacy component was satisfactory. 2. Learners' attainment of numeracy, awareness and functionality components was far from satisfactory.

Seth et al (1983) studied the impact of Functional Literacy Programmes organised by three voluntary agencies in Delhi to assess the progress of the learners in literacy
skills and to find out the relationship between progress in literacy skill and participation in the programme.

The findings of the study were:

Majority of the subjects obtained a poor score in writing speed. In few centres, they had not reached beyond recognition of two letters in the alphabet. Regarding numeracy, in four centres, the subjects had not reached beyond recognition of numbers up to 100. The learners did not obtain high scores in solving oral sums dealing with day-to-day handling of money. Majority of them did not do shopping themselves.

Shaw (1983) made an evaluative study on Adult Education in Gujarat. An attempt was made to find out the impact of the programme in terms of its three main components—literacy, social awareness and functionality.

The observations of the study were as follows:

**Literacy**: 40% reported that they had written letters to their relatives. Only 17% could fill up an application. 69 and 82 percent of ex-learners respectively neither borrowed nor saved money from banks/co-operatives. Two thirds could read the names of railway stations, of villages on S.T. buses etc.

**Awareness and Functionality**: 51% of the learners learnt about developmental and environmental aspects after joining
the centres. 30% of the ex-learners wanted their children to go for higher education.

Aikara (1984) conducted a research study 'Evaluating the Adult Education Programme in Maharashtra'. It was conducted to find out to what extent the AEP was implemented in Maharashtra.

The findings were as follows:

**Achievement in Literacy**: The literacy tests showed that the adult learners had an average literacy score. The average scores in literacy consisting of reading, writing and arithmetic were 37, 58 and 70 for the adult learners, standard III students and standard IV students respectively. On the whole the adult learners could not achieve the level of standard III in literacy.

**Achievement in Functionality and Social Awareness**: The level of functionality achieved by the adult learners was significantly higher than that of potential learners. The average number of items known by the learners was 7 out of a total of 11 as against 5 known by potential learners. In social awareness too the level of knowledge acquired by the adult learners was significantly higher than that acquired by the potential learners. The average social awareness scores of learners and potential learners were 4 and 3 out of the total of 12 respectively. The level of social awareness acquired by adult learners was lower than that of
functionality. The fact that the learners differed significantly from the potential learners on the level of functionality and social awareness achieved by them indicates that AEC was of some help to the adult learners in the acquisition of functionality and social awareness.

Ganguli (1984) conducted a study 'Adult Education through Universities.' The objective of the study was to evaluate the performance of the National Adult Education Programme implemented through Bihar University and make suggestions for improvement.

The major findings of the study were:

1. The programme was successful in developing literacy skills among learners.
2. The overall picture of their performance on numeracy, functionality and awareness components was not up to the mark.
3. The programme could not succeed in making the learners conscious about their genuine rights as well as developing those skills which were required to organize the masses to protest against injustice.

Ganguli, Pathak and Mirza (1984) conducted an appraisal study of Adult Education in Bihar. The major objective of the study was to evaluate the performance of the National Adult Education Programme implemented through the State Government run projects in Dumka District of Bihar and make suggestions for further improvement.
The study revealed the following findings:

**Literacy and Numeracy**: 91% of the learners had acquired proficiency in reading the alphabet. 89% and 59% of learners could read words and sentences respectively. 88%, 80% and 68% of the learners could write letters, words and sentences respectively. In both reading and writing, male learners showed better performance than female learners. The performance of the learners regarding counting ability was not so good. Only 50% of the learners could count from 1 to 100, 82%, 69% and 39% of learners could do correctly one digit, two digits and three digits addition respectively. 36%, 30% and 23% of the learners could do three digit subtraction, multiplication and division respectively.

**Awareness and Functionality**: 55.8% of male learners and 59.1% of female learners were aware of primary health centre. Only 2.5% and 1% of male and female learners were aware of co-operative society. 9% of the learners knew about the legal age of marriage. 28% of the learners knew about the minimum wages act. 13% of the learners had the knowledge of the actual age of voting.

Ganguli, Prasant and others (1984) conducted a study to evaluate the performance of the National Adult Education Programme implemented through the State Government run projects in Dumka District of Bihar.
The study revealed the following results:

**Literacy and Numeracy**: 91% of the learners had acquired proficiency in reading the alphabet. About 80% of the learners had acquired proficiency in writing words and sentences. Almost all the learners had a strong urge to write letters to their relatives. The performance of learners regarding counting ability was not so good. The female learners were better in counting than male learners.

**Awareness and Functionality**: 1. 12.5% of male and 4.4% of female learners said that free medical care, medicine and injections are provided by the Primary Health Centre. About 27% of the learners could say that veterinary centres are for proper check up and appropriate treatment of animals. 2. Only 2% of the learners knew about co-operative societies. 3. 17.1% male and 13.4% of female learners could say that Gramin Bank provides loan for different necessities of farmers such as buying fertilizers, seeds and animals. 4. Legal age of marriage was known to 8.5% and 9.5% male learners in the two projects of the district. The knowledge of the female learners on this score was 7.5% and 12% respectively. 5. About 12% of the learners had the knowledge of actual age of voting. 60% of the learners had voted in Panchayat elections.

The main objective of the study was to evaluate the Adult Education Programme.

The major findings of the study were as follows:

1. 16 of the 29 learners could not read. Of those who could read with ease, majority had some previous schooling.
2. 15 of the 29 learners could not write anything, 10 could write without any errors and the remaining with some errors of spelling.
3. 9 of the 29 learners did not attempt any of the four questions that were asked to them. 10 of them could answer all the questions correctly.

Acharjee and Mitra (1985) conducted a research study on the appraisal of the performance of the Adult Literacy Projects run with the help of the UGC grants in Bihar. The main objective of the study was to evaluate to what extent have the adult education centres succeeded in achieving the objectives of NAEP.

The main conclusions of the study were as follows:

Literacy skills: The overall level of literacy of the learners seemed to be satisfactory. In the areas of reading, copying and numeracy only 23% of the learners received poor rating. 50% of the learners were rated as poor in the area of dictation. Level of female learners was higher than that of the male learners. Level of literacy of young learners, below the age of 20 years, was
higher than that of others. Learners belonging to scheduled castes had obtained better literacy ratings.

**Awareness**: Learners were neither aware of most of the facilities available for rural development nor did they make much use of these facilities. Learners' awareness about social legislations was very poor. Learners accepted that all the castes are the same. Their awareness of political situation was also very poor.

Aikara (1985) carried out a research project on the implementation of the Adult Education Programme in Maharashtra.

The study revealed the following findings:

**Reading**: 47% of the adults could read all the 74 words within five minutes. 26% of the learners could read 75% of the words. About 40% of the learners could not even read a single word correctly.

**Writing**: Only 1% of the learners could write all the 27 words correctly within five minutes. 8% of the learners could write 75% of the words. 39% of the learners could not even write a single word.

**Arithmetic**: Test on addition was done correctly by 42% of the adults in the sample. 25% of the learners could do correctly both the oral and written tests in addition. 19% of the adults could do written test in multiplication, 18%
could do both oral and written tests in multiplication. Only 6% could do problems correctly in written test of division and 88% could not attempt at all. In case of subtraction 35% could do both oral and written tests. 27% could not attempt both oral and written tests.

**Awareness**: 33% of the adults only opposed the practice of dowry/bride price. 2.6% supported the practice. Only 11% of the learners knew the correct age for marriage. 28% of the learners knew about the minimum age for voting. 79% had no superstition about diseases and their treatment. 20% believed in witch craft.

**Functionality**: Three of the items were known to 90% of the learners. They are, sending letters (97%), place of free medical care (92%) and place of vaccination (91%). There were four items that were known to 50% of the learners. They include post office savings (25%), loans for housing (26%) bank savings (38%) and telegrams (43%).

Vasudeva Rao (1988) conducted a doctoral research project with the aim of analyzing the differential impact of the NAEP in Visakhapatnam District.

The following were the findings of the study:

**Literacy**: More than 90% of the learners were able to read sign boards, about 62% were in a position to read letters, while only 16% of the learners obtained the
capacity to read newspapers. Even though majority of the learners (97.4%) were able to write small words, very few gained the ability of writing letters (28.1%) and filling up different kinds of forms (16.5%). Only 58% of the learners were able to write numbers, while only 38% and 28% were in a position to add-subtract and to multiply-divide respectively.

Awareness: Awareness of the learners was analysed as per their understanding of social problems, secular ideas, political parties and party symbols and awareness in health and family planning. Awareness of social problems among the learners was found to be very high (86%). The learners were secular in their outlook. 78% and 68% of the learners had awareness with reference to health and family planning respectively. The learners did not fare well in regard to awareness of political aspects. The level of awareness of the learners was very high in case of social issues, moderately high in case of health and family planning and average on the political issues.

Functionality: Functionality levels of the learners were measured with reference to the understanding of respective occupations, knowledge in agriculture, habit of saving and knowledge in the functioning of banks. Less than half of the learners felt that they received information with regard to their respective occupations, knowledge in
agriculture, habit of saving and knowledge in the functioning of banks. Less than half of the learners felt that they received information with regard to their respective occupations. Only 41% of the learners had average knowledge in agricultural practices. About 64% were saving for the future necessities, while 75% were aware of the banks and their functions.

Ali Imam (1990) conducted a research study of Scheduled Tribes. One of the major objectives of the study was to measure the impact of the Adult Education Programme on the individual learner in terms of literacy, awareness and functional upgradation.

The major findings of the study were as follows:

**Literacy skills**: Majority of the learners filled up the required information i.e. name, address, caste etc., by themselves. Majority of the learners achieved proficiency in reading and writing up to sentences. 29% could read a full paragraph and could explain its meaning. Only 21% respondents were able to write sentences and 40% had the capacity to write simple sentences and words. 43% of the learners could count and write up to 100. 37% of the learners could perform addition and subtraction of two digits and multiplication and division of one digit.

**Awareness**: Existence of minimum wage law was known to 63% of the learners. 48% of male respondents and 47% of
female respondents were aware of anti-dowry act. 44% of male & 19% of female learners were aware of the law against child marriage. Most of the respondents were aware that there was a minimum age prescribed for eligibility as a voter.

**Functionality:** 58% of the respondents utilized services of Primary Health Centre and Veterinary Hospital. 49% of the respondents utilized facilities for mailing, 49% utilized the facility for ration card.

Sivadasan Pillai (1990) conducted an evaluation study of Adult Education Programmes in Kerala. One of the objectives of the study was to assess the literacy achievement of the participants.

The following were the findings of the study:

Most of the learners opined that they had gained a lot through attending the classes. 98.2% of the respondents claimed that they learnt reading and writing besides expanding the horizon of their knowledge. Attitudinal and behavioural changes were also reported by almost all the participants. Cleanliness, improvement in livelihood and family atmosphere etc. were also reported by many. The learners were eager to continue their studies if facilities were available. Many expressed their desire to read newspapers regularly and retain their neo-literacy.
Reddy et al (1991) conducted a study of the Awareness and Functionality of the Adult Education Participants. The major objectives of the study were (1) to find out the level of awareness and functionality among the selected adult participants and (2) to find out the relationship between awareness/functionality and the sex, age, caste and marital status of the adult participants.

The major findings of the study were:

1. The characteristics viz., sex, age, caste and marital status did not relate to the level of awareness possessed by the adult participants. 2. There was significant relationship between sex, age, caste and the level of functionality of the participants. 3. Men and women differed significantly in their awareness. 4. Women, very young and unmarried participants were possessing more awareness and men, young and married participants were possessing high functionality than their counterparts.
SECTION 3

2.3 STUDIES ON ATTITUDE TOWARDS ADULT EDUCATION/LITERACY

Sen (1951) made an interesting study of the attitude of women participants towards literacy classes in Jabalpur. The women participants were interviewed individually and their attitude towards literacy classes were ascertained. 50% of the women who were interviewed had a negative attitude towards literacy class.

30% of the women showed favourable attitude and they attended the course with enthusiasm and interest. The main reasons for the unfavourable attitude were: 1. Poor conditions prevailing in their houses and 2. Ignorance of the benefits of literacy.

Subramaniam and Mani (1964) undertook a study on adult attitudes towards literacy. The main objectives of the study were to find out a) the attitude of village adults towards further education for both women and men. b) the specific aspects of learning of the different age and sex groups and c) the aspirational level of the village adults in regard to the level of education for their boys and girls.

The findings of the study were:

1. 75% of the men and 45% of the women interviewed were found to have interest in future education. 2. Men showed keen interest in vocational education and agriculture where
as women in crafts and home improvement. 3. Both men and women showed great interest in getting their children educated.

Singh (1967) observed that prevalence of traditional attitudes about education was the important cause for illiteracy among adults.

Kapoor and Roy (1971) found that positive attitudes towards education correlated positively with the acquisition of literacy skills in all groups.

Sharma (1972) made a study of attitudes towards adult education. It was revealed that the students of adult education course expressed most positive views about adult education. University teachers and post-graduate students came next in the order but the literate citizens had negative attitude towards adult education.

The Directorate of Adult Education (1973) found that the attitudes of Farmers' Functional Literacy Programme Participants were not significantly related to their literacy performance. But the participants from the experimental group had significantly more favourable attitudes towards adult literacy.

Om Shrivastava (1976) made an in-depth study of Badgaon Literacy Project in Udaipur District. One of the objectives
of the study was to understand the attitudes of the learners about the programme.

The findings were as follows:

1. According to the learners teacher is the best motivator and an important source of knowledge. 2. To be a literate is a desirable thing. 3. Radio can become a source for learning about agriculture and other related areas. 4. Programme created interest about education.

Venkataiah (1976) found that the Farmers' Functional Literacy Programme Participants had significantly more favourable attitudes towards adult literacy than their counterparts from the control group. In the experimental group young adults showed very favourable attitudes towards adult literacy.

Gomathimani (1980) conducted a study to find out attitude of rural adult learners towards adult education in nine adult education centres in Madras.

The conclusions of the study were:

1. Adult Education would provide useful knowledge, employment opportunity, ability to solve problems in life and gain respect in society. 2. Adult Education would also provide economic improvement. It is relevant and necessary for a successful life.
Muniswamy (1980) made a study on the attitude of Adult Education Instructors towards the National Adult Education Programme in Srikalahasti Block. The respondents were of the opinion that adult education programme should be limited to adults in the age group between 15 to 35 years. Majority of the instructors showed favourable attitude towards special priority to scheduled castes and scheduled tribes.

Seth et al (1983) undertook an investigation 1. to assess the attitude of women participating in the Functional Literacy Programme towards literacy. 2. to find out the change in their attitude towards literacy over a period of time and 3. to find out the relationship between attitudinal change and a. continuation with the programme. b. occupation of the self and head of the family.

The findings showed that:
1. their attitude was neutral
2. there was a slow change in attitude in the positive as well as negative directions.
3. attitude towards functional literacy seemed to be influenced by the type of occupation of the head of the family and 4. there was no relationship between motivation to continue with the programme and change in attitude towards literacy.
2.4 RELATIONSHIP BETWEEN LITERACY AND SOME INDEPENDENT VARIABLES

2.4.1 Sex and Literacy

Ahmed (1965) found in an investigation that women were better than men in acquisition of literacy skills. 25 percent of men failed in the test, whereas only 17 percent of the women failed to qualify. 58 percent of the men were good at reading comprehension whereas 64.5 percent of the women qualified as good readers.

The Directorate of Education of Maharashtra State (1964) in an evaluation study found that among men, who were made literate, 42 percent were retaining literacy, 43.5 percent were requiring revision and 14.5 percent were lapsing into illiteracy. Among women who were made literate, 43.9 percent were retaining literacy, 38 percent were requiring revision and 18.1 percent were lapsing into illiteracy.

The Ministry of Education and Youth Services, Government of India (1969) in the evaluation of Gram Shikshan Mohim of Maharashtra State found that 45.1 percent of the female neo-literates had retained their literacy completely, while the percentage of males in this respect was only 42.

Kapoor and Roy (1971) found that sex did not bear any relation to retention of literacy.
Roy and Kapoor (1975) in their study found that sex as an independent variable did not affect literacy retention amongst school leavers, while it did affect literacy retention of ex-literacy class participants.

Khajapeer (1980) found that there was no significant relationship between sex of the respondents and their performance in literacy.

2.4.2 Age and Literacy

Stanton (1970) reported that participants of the age group below the mean of 37.8 years made more significant reading than the group of participants above the mean age.

Simmon (1972) found that the age of the participants in literacy classes had no influence on scores in reading and arithmetic skills.

The Directorate of Adult Education (1973) and Pillai (1976) found that in the Farmers' Literacy Programme participants of younger age groups fared better in literacy tests as compared to those of older age groups.

Gadgil (1945) found that lapse into illiteracy was smaller when the age of leaving school was higher.

Roy and Kapoor (1975) found that the age of ex-literacy participants and school drop-outs was not significantly related to retention of literacy.
Durrel (1958) found that age of the participants was not related to reading readiness.

Dutta and Kempfer (1960) found that an average participant of social education centre to be a young man or woman below the age of 35 years.

Bholay (1966) found that young adult farmers were most desirous of learning as compared to the older people.

Bear (1928), Eckert (1934), Jamunar (1963) and Norman et al (1962) found negative relationships between age and academic performance.

Venkataiah (1976) found that age and literacy skills of the participants were significantly related to each other. The very young age group had the highest literacy mean score (78.56) followed by the young age group (74.24), lower middle (68.20) and middle (63.48). The old age group had the lowest literacy mean score (58.49). As the age advanced, the achievement level tended to decrease.

Khajapeer (1980) found that age was positively and significantly related to performance in transcription and arithmetic. Age was not significantly related to performance in reading, reading comprehension, writing and literacy as a whole.
2.4.3 Caste and Literacy

Gadgil (1945) found that incidence of lapse into illiteracy was specially high among the intermediate and backward classes.

Prasad (1967) found that percentage of literacy was higher among high caste people.

Pal (1970) noted that farmers' caste was significantly correlated with educational programmes.

Fliegel et al (1967) found a non-significant relationship between caste of village leaders and their education.

Roy and Kapoor (1975) in their study noted that the non-agricultural lower caste Hindus showed the best retention level among all the religious and caste groups. The agricultural castes showed the poorest retention. The results of the upper caste Hindus were only a little better than that of agricultural castes and Muslims.

Venkataiah (1976) found that the caste of the Farmers' Functional Literacy Programme Participants was positively and significantly related to their literacy performance.

Reddy and Bhat (1977) found that caste of school dropouts was associated with their attained level of education. They also found a significant association
between perceived class position of school drop-outs and their attained level of education.

Khajapeer (1980) found that caste was positively and significantly related to performance in reading comprehension, transcription and arithmetic. Age was not significantly related to performance in reading, writing and literacy as a whole.

2.4.4 Socio-economic status and Literacy

Venkataiah (1976) found that there was a significant relationship between the socio-economic status of the participants and their literacy achievement. He also observed that with an increase in the socio-economic status, there was an increase in the literacy achievement of the participants.

Khajapeer (1980) found that per capita income was positively and significantly related to performance in transcription. It was not significantly related to performance in reading, reading comprehension, arithmetic and literacy as a whole.

2.4.5 Occupation and Literacy

Gadgil (1945) noted that incidence of lapse into illiteracy was specially high among agriculturists and agricultural labourers.
Singh (1967) found that adults who were engaged in traditional non-commercial occupations had a limited scope for the use of literacy skills.

Roy and Kapoor (1975) found that the respondents engaged in white collar jobs retained literacy more than any other group. The respondents belonging to the blue-collar jobs were slightly below that of white-collar job respondents in literacy retention. Agriculturists recorded the highest proportion of lapse, higher than that of housewives.

Khajapeer (1980) found that the primary occupation of the respondents was not significantly related to their performance in literacy.

2.4.6 Family size and Literacy

Khajapeer (1980) found that family size was negatively and significantly related to performance in transcription. It was also found that family size was not significantly related to performance in reading, reading comprehension, writing, and arithmetic.

2.4.7 Mass-Media Exposure and Literacy

Learner's (1963) study revealed that literacy was very closely related to print as well as non-print (radio, television and movie) media.
Simmons (1972) found that radio listening was not significantly associated with scores either in reading or in arithmetic. He also found that movies attended was positively and significantly related to score in arithmetic.

Roy and Kapoor (1975) found that transistor ownership and total mass-media exposure were positively and significantly related to literacy retention. He also found that mean retention scores of the respondents, who read two or more books during the last three months, were significantly higher than those who read only one or fewer books.

Dhaliwal and Sohal (1967) found that educational level correlated positively and significantly with possession of radio-sets and the period of its ownership.

The studies conducted by Lerner (1958), Rahim (1961), Smith and Inkeles (1966) revealed that there were specific relationships between literacy and exposure to mass-media.

Khajapeer (1980) found that newspaper reading was positively and significantly related to performance in reading, reading comprehension and arithmetic. Newspaper reading was not significantly related to performance in writing and transcription. Radio listening was positively and significantly related to performance in reading, writing and arithmetic and it was not significantly related to
performance in reading comprehension and transcription. Movies seen was positively and significantly related to performance in reading and arithmetic and it was not significantly related to performance in reading comprehension, writing and transcription.

2.5 CONCLUSION

The review indicates that the literacy component had been well taken care of by many of the projects whereas awareness and functionality have not been given due treatment.

Though a number of studies are reported and reviewed, it may be observed that none has been attempted so far in Karnataka to evaluate systematically the three important components of Adult Education viz. literacy, awareness and functionality. Mysore State Adult Education Council which has been in existence for the last five decades also did not think of any meaningful rigorous research work in this regard. In addition to the three components two more dimensions viz., attitudinal change and relationship between literacy and some independent variables have been included in the study. Equal importance for the three components has been given in this study.