Man is the only animal that does not have to begin a new in every generation but can take advantage of the knowledge which has accumulated through the centuries. This fact is of particular importance in research. One seldom begins it on an entirely new problem. However, in order to ensure that the work may be original and to avoid repetition, the researcher must be well informed about the research preceding him so as to assure that the problem is worthy of effect or to expand upon it. The survey of the related literature is helpful in making a straightforward statement of the need for the investigation to be undertaken. It develops insight in the investigator and helps in making him alert to the research possibilities that might have been overlooked.

India has a long history of adult education. It existed even in ancient times in one form or the other but little effort has been made to evaluate the efficacy of adult education programmes. Very few researches have been conducted in this area of such social significance. The present review is based on only those investigations which bear directly or indirectly on the problem under investigation.
The following pages contain a discussion on the literature that has come out during the post independence period on adult education.

Singh (1957) probed into the problem of communication of ideas through adult education and analysed 175 books and 304 films meant for neo-literates. He reported that adult education literature is one of the media of communication.

Khan (1958) in his experiment of lapsing with illiteracy suggested that, to maintain the interest of neo-literate efforts should be made to distribute literature in simple language on the topics of adult interest.

Chaube (1963) made a survey of youth welfare programme functioning in U.P. and concluded that informal education should be emphasised for the benefit of the illiterate, drop-outs through evening classes offering not only literacy programmes but also vocational subjects.

Trivedi (1966) attempted to analyse critically the social education programme containing literacy, social, cultural, scientific, aesthetic and agricultural activities for youth and women. Impact of the programme was seen in the changed adult behaviour. Women did not seem to take advantage of formal literacy classes.

Nagappa (1966) made an exploration into the reading needs and interests of the adult neo-literates. He found that the story method of presentation of new ideas has a high appeal to neo-literates.
A study by Abdul Rashid (1960) on the problem of motivation for adult literacy revealed that in the rural area of Delhi there was a growing consciousness of being educated. He found a close association between the socio-economic status and literacy.

Prasad (1967) made a survey of literacy in a village of Varanasi district and found that the percentage of literacy among men was forty eight and women it was only eleven. He also reported that there was great enthusiasm among adults for literacy classes.

A study of the spare time interests of a dominant segment of Indian society of Hindi speaking villages was undertaken by Dharamvir (1968). The study revealed that age was not related to interests.

Mallikarjunaswamy (1969) made a survey of the reading needs and interests of adult neo-literates in the Mysore state. According to him the religious and folk literature had high appeal for the neo-literates.

Ansari (1969) in his study of an appraisal of the training programmes of social education workers in India suggested that the staff members of the training centres be sent to the area for the follow-up trainees, refresher courses be started after two years in the field and periodic appraisal and impartial evaluation of the training programme be undertaken.
The impact of social education on the life of the people was studied by Chaturvedi (1969) in the district of Gorakhpur, Jhansi, Lucknow and Mathura. The investigator concluded that the social education programme under the community development scheme had definite effect on the life of the people in the rural areas under study inspite of many limitations of the programme.

Pal (1970) made a comparison between institutional and non-institutional farmer's training and educational programmes in relation to knowledge, attitude and change in their behaviour and found that the farmers who participated in the institutionalised and non-institutionalised programmes differed significantly with regard to the change in the knowledge relating to the package practices. He also reported that caste was a significant correlate in the change of attitude towards farmer's training and education programmes.

An attempt to assess the status of adult education in Tamilnadu was made by Johnston (1970). He suggested that the problem of wastage and stagnation at the school stage should be effectively tackled to arrest the growth of the problem of adult illiteracy. The non-formal education programme should be occupationally oriented.

Shanker (1972) experimented with two alternative approaches to literacy training. It was found that extending
the period resulted in better writing speed but poorer reading speed.

Kudesia (1973) studied the impact of social, political, economic, cultural and hygienic conditions. The level of achievement in the health and recreational aspect of development was the highest as compared to other areas in which there was not much change. Political awareness remained in a very low level.

Bhandari (1974) studied the factors which affected retention and drop-out in the adult literacy classes in Udaipur district in Rajasthan state. He found that no significant difference existed between the persistors and drop-outs with regard to their age, sex, caste, marital status, occupational affiliation with economic, social political groups, schooling during childhood, size of land holdings and adoption of improved agricultural practices and found significant differences with respect to the content of learning existed between participants of the literacy and functional literacy classes.

A literacy survey of class IV employees of the university of Mysore was done by Rao (1974). He found that about thirty per cent of them were adequately literate. The persons below forty years of age showed greater interest in improving their literacy skill.
Agnihotri (1974) evaluated the adult education programme in Wardha district. He found no improvement in the standard of living of the people as a result of developmental activities. The rural people had started realising the importance of modern farming methods. A good percentage of them understood the necessity of cleanliness. People were mostly conservative and fate oriented and spent their leisure time in praying to God.

The study by Dixit (1975) on educational needs pattern of adults in urban, rural and tribal communities of Rajasthan, had focused the educational needs, interests and aspirations of the land holder adults. She found that vocational training was very much helpful to urban population for the jobs.

Talukdar (1975) surveyed the status of adult education in the state of Assam during the post-independence period. His study revealed that the state of adult education in Assam was far from satisfactory due to organisational difficulties, dearth of teachers, lack of means of communications and transport and lack of healthy attitude on the part of the universities in relation to adult education.

Venkataiah (1977) conducted a study on the impact of farmer's functional literacy programme in Andhra Pradesh. A significant impact of the programme in respect of attitudes
towards modern agricultural practices and adult literacy was found on all the age-groups, caste groups, land holding groups and socio-economic status categories of the participants.

Mclevey (1977) examined participant's evaluation of a non-formal education programme. The result of the study revealed that the participants perceived the aim of the programme as building social awareness and self-confidence to make them agents of social change, promoting cooperation at the community level.

Khajapeer (1978) in his study of the academic performance of the Farmer's functional literacy participants in relation to some social psychological factors found that:

i) The social-psychological factors are positively and significantly related to their performance in literacy.

ii) Those who had urban occupational pull on their part performed better in literacy than those who lacked urban occupational pull.

iii) Social-psychological factors are positively related to their knowledge of improved methods of cultivation.

iv) Aspirations of the participants in writing and arithmetic were positively and significantly related to all performance areas.

Bhushan (1978) developed the interactive instructional design for continuous education through correspondence.
Paulraj (1980) studied the socio-economic factors and their inter-relationships among the out of school children of Madras university. The impact of training programme was greater on young farmers than on older ones. Age and educational level were both important factors in making farmers adopt modern agricultural technology.

Rao and others (1980) took an appraisal study in the state of Rajasthan. The main findings of the study were:

- The adult education centres had become centres for teaching literacy only. The need to learn reading and writing had motivated a large percentage of learners to join adult education centre. An informal literacy test showed that a very high percentage had become literate considering that the average attendance of adults per centre was 18, about 50-60 per cent of the centres were dominated by learners from low income and low caste groups.

- The distance of the centres from the homes, pre-occupation with work during the day time, inadequate facilities at the centre and non-suitability of time for classes were some of the problems faced by the learners in coming to the centres.

- The instructor was found to be the most critical element of the programme. They suggested provision of better facilities and better educational materials for the improvement of adult education programme.
- A large percentage of learners dropped out by the end of second month. The main reasons for discontinuance were migration, occupational pressures and illness.

- The village elite was positively inclined towards adult education centres and thought they were useful.

Pestonjee, Laharia and Dixit (1981) conducted a second appraisal of NAEP in Rajasthan. They focussed their study on the activities and performance of adult education centres and voluntary agencies. They found that:

- Majority of the learners had agriculture as their main occupation. They came to the adult education centres to learn reading writing and maintaining accounts. The male learners, however, desired more information on Agriculture, Animal Husbandry, Health and Hygiene, Banking and Panchayats. Women learners desired classes in sewing, knitting, home management, child care, health, hygiene and agriculture. They suggested provision of teaching-learning materials for the improvement of adult education programmes.

- Maximum drop-outs were in the age-group of 15 to 20 years of age. Fatigue after a day's work, family and occupational pressure and migration to neighbouring villages for jobs caused males to dropout while females quit because of marriage, domestic work and fatigue.
- Instructors were dissatisfied with their present rate of honorarium. They also wanted longer periods of training of a practical nature. For the improvement of adult education programme they suggested proper facilities for lighting, seating, drinking water, recreational activities and better teaching learning material.

- Supervisors cited lack of conveyance, inadequate travelling allowance and problem of safety at night as the main problems faced in supervision work.

The Sardar Patel Institute of Economic and Social Research, Ahmedabad (1981) evaluated the Adult Education Programme in Gujarat. Apart from examining the functioning of the centres the study assessed the impact of the programme. The main findings of the study were as follows:

a) All the centres were located in rural areas. The performance of centres located in school and panchayat building, temples and instructor's houses were better than that of those being run in open places.

b) Literacy occupied a relatively higher place with learners than awareness and functionality.

d) The adult education centres for women functioned more regularly than those of men.

d) The overall assessment was that the running of AECs was in sub-optimal state.
Karunakaran, (1981) identified the factors to be tackled in an effective programme of non-formal education and training of farmers in Kerala. The findings of the study indicate that agricultural training programme have great influence on farmers and help them to adopt innovative practices and modern technology. Their influence is felt even in the case of marginal farmers. The non-formal approach is well suited to the training of farmers. Training has to be flexible, need based and environment oriented.

Rao (1981) conducted a comparative study of the relative effectiveness of four methods of teaching literacy to adults of Osmania University. The following conclusions were drawn from the study:

i) Alphabetic method is better than sentence method.

ii) Reading ability precedes other literacy skills.

iii) Alphabetic method is best suited for teaching adults than the sentence method.

iv) The learning process becomes easy if the number of letters is as little as possible.

v) The adults can acquire the needed functional literacy skills of the standard of class III+ in about four months.

found that the instructors trained through the newly evolved training programme had been found superior to the others by way of equipment in relation to the roles expected of them.

The evaluation study conducted in Rajasthan by Harihar and Rao (1982) revealed the various reasons for joining the adult education centres. The major reasons were encouragement provided by the instructor, the urge to learn literacy, the need to learn literacy, the need to learn letter writing and the urge to learn writing one's name.

Manohar and Rajeshwar (1982) mentioned in their Bihar adult education evaluation report that only a small number of adult learners join the centres with the intention of learning about agriculture.

Chaturvedi and Braham Prakash (1983) in their study of the impact of Functional Literacy Programme in rural areas near Delhi found a positive relationship of functional literacy with knowledge and attitude that equips farmers for smooth change over to modern practices.

Ganguli (1983) found in their evaluation study conducted in Bihar that 75 to 80 per cent of the learners considered acquisition of literacy and numeracy skills as their prime motivation for participating in adult education programme.
Singh and Saini (1984) conducted a study to find out the level of knowledge of the trainees after the completion of the course and the correlation between various socio-personal traits of the trainees and their level of knowledge. Family occupation, size of the family and extension contacts were found to be positive and highly significant in relation with the knowledge score.

Rao (1984) undertook a study in the Visakhapatnam district of Andhra Pradesh to find out the relationship between the Learner's attendance and their achievement with regard to literacy skills, functionality and awareness.

Chauhan and Rai (1984) studied the attitude of farmers towards literacy as also towards improved agricultural practices in the villages of Udaipur district of Rajasthan. It was revealed that non-tribal and small farmers and those who adopted new agricultural technology had a more favourable attitude towards literacy and improved agricultural practices as compared to non-tribal and marginal farmers and those who did not adopt new agricultural technology. A high significant and positive correlation was observed between the farmer's attitude towards literacy and improved agricultural practices.

The evaluation study conducted in Tamilnadu by the Madras Institute of Development studies (1984) concluded that
most of the learners expected the benefits of programme in terms of literacy. Their expectations were: to be able to read and write letters, to read books and newspapers and to read displays and announcements. As for male respondents (71 per cent) the main desire was to be able to read the destination boards of buses.

Inder Prabha (1986) tried to find out the attitude of learners towards the adult education programme in the union territory of Chandigarh and found that the attitude of learners towards adult education programme and its three components was found to be favourable.

Reddy (1986) conducted a study on the impact of mass media on neo-literates and found that the mass media like radio, cinema, advertisements, film shows and extension education programmes were playing an effective role in the field of adult education in creating an educational environment for the neo-literates both for retaining their literacy skills and updating their functional skills.

Pillai (1986) conducted a study in Kerala to identify, interalia, factors motivating the learners to join adult education centres. In this study reasons such as: overcoming the feeling of not having attended the school, overcoming exploitation, helping children in education, knowing more about their occupation etc. had emerged as the major motivational factors.
Verma (1986) conducted a study of the factors affecting literacy programmes in Tribal areas in Himachal Pradesh. The findings at the adult education stage were as follows:

i) Majority of the instructors were of the opinion that Government had taken certain concrete steps for the growth and promotion of adult education in the tribal areas of Himachal Pradesh such as opening of adult education centres in far flung areas, distribution of free reading and writing material and the provision of knowledge about the new techniques of agriculture and animal husbandary.

ii) The adults who were not attending adult education centres in the tribal areas were also of the opinion that the presence of adult education centre in every village encouraged them to attend these centres.

Reddy (1987) conducted a study of factors motivating the learners to join adult education centres. The main findings of the study were:

i) the factors of acquiring literacy was the main motivating factor for joining adult education centres.

ii) the adult learners joined the adult education centres in order to be able to sign, to read our routes, to read and write letters, to get new information, to read newspapers and religious books.
The major findings were:-

i) The interactive instructional design appeared to contribute positively to the performance of male and female.

ii) Male and female in continuous education seem to benefit equally by the design under investigation.

iii) The observed difference in performance of male and female had been found independent of the treatment.

In a study of the impact of functional literacy in the rural areas of Haryana, UT, Delhi by Brahman Prakash (1978) found a significant difference between the gains of experimental group respondents with respect to their knowledge, attitude and adoption behaviour towards high yielding varieties. Functional literacy had been instrumental in bringing about a positive and significant overall change in the knowledge, attitude and adoption behaviour.

Nanda (1973) undertook a study on the development of adult education in Punjab. The findings from the survey that revealed the men had no time for adult education as the green revolution had made their lives very busy. It was found that the adult education programme in Punjab suffered from many lacunas. Much was required to be done in this field. It was felt that there was need to have a separate department of adult education.
A survey of the above related studies has provided the investigator with a deep insight into the process of evaluating the adult education centres in the state of Himachal Pradesh.

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