CHAPTER II

REVIEW OF RELATED LITERATURE

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REVIEW OF RELATED LITERATURE

The review of related literature is an important aspect in any research. Each new generation of human beings makes use of accumulated knowledge as a foundation for building up further knowledge. Hence, the study of literature is necessary in any field of enquiry. In the field of adult education as in other fields too, the researcher needs to acquire up-to-date information about the area of research. It helps the investigator to decide whether the evidence already available solves the problem adequately without further investigation, and thus to avoid risk of duplication. The literature provides ideas, theories, explanation etc., valuable in formulating the problems and methods of research appropriate to it. A careful review of the research journals, books, dissertations and other sources of information on the problems to be investigated are one of the important steps in planning of any research work. Further, study of the related literature allows the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct research. The study of related literature enables the researcher to define the limits of his/her field. Review of related literature widens knowledge, deepens understanding and builds up ideas and insights for better perspective and therefore is an essential aspect of research. The availability and utilization of adequate sources of related information are essential for a proper research activity. It gives adequate information about different researches related to the present study. It also guides and directs the researcher to collect useful material for the purpose of study. It locates comparative data and findings useful in the interpretation and discussion of results. It helps in developing expertise and general scholarship of the investigator in the area of research.
One of the important areas in adult education is continuing education and its impact on social transformation. Scheduled Castes are one of the down trodden sections and it would of great interest to see whether there is any social transformation among them through continuing education. The present study is an effort is this direction. The review of related literature is presented under the following heads as follows:

I. STUDIES ON LITERACY ACHIEVEMENT OF NEO-LITERATES PARTICIPATING IN CONTINUING EDUCATION CENTRES

The success of adult education programmes depends upon the attainment of literacy skills by the learners attending the centres. The learners are expected to gain proficiency over the rudiments of literacy, namely, reading, writing and numeracy over a period of 3-4 months under literacy campaigns. Evaluative studies reviewed under the unit concentrated on the literacy attainment of learners as an integral part. The studies aim at the influence of variables like gender, age, caste, locality, income, marital status and personality factors like motivation, attitude in analyzing the situations and suggest remedial measures.

Durrel (1958) found that age of the participants was not related to reading readiness. Reporting on investigation carried out at Literacy House, Lucknow, Ahmed (1965) said that "women were found to do better than men in acquisition of literacy skills. 25 per cent of men failed in the test, whereas only 17 per cent of the women failed to qualify. 58 per cent of the men were good at reading comprehension, whereas 64.5 per cent of the women qualified as good readers. On an average, women completed the primer in 2.21 months well below the 3.12 months average expected. Stanton (1970) reported that participants of age group below the mean of 37.8 years made more significant reading gains than the group of the participants above the mean age.
Berke (1970) studied the achievement of adult Negroes and its relation to the educational background of the family. He found that educational background of family members influenced the performance of learners.

Shankar (1972) conducted an experiment to find out literacy attainments of two groups of adult literacy class participants: (1) participants in the classes conducted for a period of six months strictly according to the time schedule to finish the functional literacy courses and (2) participants in the classes conducted over an extended period of nine months to finish the same functional literacy course and the average literacy attainments of these two groups were compared. The findings of the study were: (1) the average writing speed per minute after nine months was more by 14 words than the average writing speed after six months. (2) Surprisingly, the average reading speed per minute was less by 24 words after nine months than what it was after six months. From these findings, it was concluded that when the six months course was prolonged and spread over nine months: (1) there was no improvement in reading speed but (2) the writing speed improved.

Simmons (1972) observed that the age of the participants had no influence on their reading achievement. Directorate of Adult Education (1973) conducted a study on "Farmers Training and Evaluation Literacy : Technical Report of a Pilot Evaluation Study of FLIT Project in Lucknow District". The study was designed to provide feedback for extending the programme, to test methods for an expanded evaluation programme and to analyse pedagogic and socio-economic impact. The experimental method was employed. The data were collected through literacy attainment tests and an interview schedule. The main findings were: The programme was aimed at improving the literacy skills of the small and underprivileged farmers in the 15-45 age group. It was noted
that only 9 per cent were unable to read, 8 per cent could write at an average speed of 2.87 words per minute, 28 per cent could complete arithmetical exercises. The evaluation study conducted by Bikaneer Adult Education (1973) showed that women were a little better than men in acquisition of reading skills. Singh (1975) found that the literacy percentage among the upper castes was the highest. There was a significant degree of dissemination of literacy among the middle and lower castes. The middle castes were ahead of the lower castes in their achievement in literacy skills.

Pillai (1976), through his study on participants of Farmers Functional Literacy Programme indicated that younger age group learners fared better in literacy tests as compared to those of the older age group.

Venkataiah (1976) through his study on learners attending Farmers Functional Literacy Programme in Andhra Pradesh, found that the age of the participants was inversely related to the acquisition of reading skill and the performance of forward community learners was better in relation to other castes. Khajapeer (1978) through his study on reading achievement of Farmers Functional Literacy Programme participants reported that age and caste of the participants had no influence on their reading achievement. Family literacy index was positively and significantly related only to performance in reading, but not to performance pertaining to writing and numeracy. Mathur (1976) in his evaluation study found that women were slightly better than men in reading skill.

Pestonjee, Laharia and Dixit (1981) in their second appraisal of National Adult Education in Rajasthan, found that men were better than women in achievement of literacy skills. Umayaparvathi (1982) found significant difference in literacy attainments between those who have high and low achievement
motivation, between high and low intelligence groups and between backward and schedule castes. Significant differences were also found between literate and illiterate families in literacy attainment, achievement motivation and in mean intelligence scores.

Rao (1983) made a comparative study of relative effectiveness of sentence and alphabetic method. He found that alphabetic method was better than sentence method. Further, within the alphabetic method, teaching of reading for the first two months followed by writing was found more effective than the conventional alphabetic method in which reading and writing were done simultaneously. Kumaraswamy (1992) found that sex, age and caste had no bearing on adult learners in reading, writing and numeracy skills.

Indra Deva (1992) evaluated the total literacy campaign of Narasingapur, West Bengal. With respect to performance of learners, it was found that majority of the learners were weak in recognising letters and letters of not frequent occurrence. The participation of men was higher than that of women in the centres. The main reason for low levels of achievement in literacy was found to be learners failure to qualify in the writing ability. Only half of the sample of learners could attain the literacy levels as per NLM norms. Self-writing was not at all developed.

University of Hyderabad (1992) evaluated the literacy campaign of Chittoor District. For drawing the sample, the external evaluation agency selected 16 mandals and 3 municipalities in the district. A sample of 3668 learners was drawn, 3 gram panchayats / wards were selected at random from each of the selected mandals / municipal wards. The study revealed that 77.9 per cent of the sample qualified in the test as per norms. The study suggested that though the literacy campaign aimed at total literacy of 5.9 lakhs illiterates,
because of various factors, 1.9 lakh learners have not been benefitted. Hence, an extended 3 months campaign could help them attain the desired level of literacy.

Pabitra et al., (1993) through their evaluation study found that: (1) among the community groups (general, minority, SC and ST) the performance of the minority group was the best (95.52%). (2) The SC community (89.62%) was lagging behind other community groups in terms of overall attainment of literacy.

Ramakrishna et al. (1993) conducted an evaluation of total literacy campaign in the Union Territory of Pondicherry. With respect to literacy attainment it was found that all the sample learners were able to read and write their names and ninety per cent were able to read small words. Nearly two thirds of the learners were able to solve simple sums.

Ramachandra (1994) conducted a study on 'Reading Proficiency of Learners in the Total Literacy campaign of Chinnagottigallu Mandal'. The findings of the study revealed that: (1) There was a significant difference between males and females in the mean performance of reading proficiency; (2) There was no significant difference between the younger age group and the older age group in the mean performance of reading proficiency; (3) Marital status of the learners had no significant influence on their reading proficiency; (4) There was significant relationship between the caste of the learners and their performance in reading. The performance of learners who belonged to the backward caste and scheduled castes / scheduled tribes was lower when compared to the performance of those who belonged to forward castes; (5) There was a significant relationship between the reading proficiency of learners and their family income. Learners belonging to higher income groups performed
better than the learners from lower income groups; (6) There existed a significant relationship between occupation of learners and their performance in reading proficiency and adult learners with low positive attitude towards adult education; (7) There was significant relationship between the reading proficiency of learners and the availability of physical facilities in the centres. Learners who belonged to centres where adequate material facilities were available performed better than those who belonged to centres where the physical facilities were poor; (8) There was significant positive relationship between reading proficiency of learners and the help and encouragement given by their family members, relatives, friends and community leaders. Learners who had better community support scored better than those who had less community support in their performance in reading; and (9) Regression analysis, considering adult learners, performance on 'Reading' test as the source of variance, indicated that factors namely, attitude, sex and material factors, had significant impact on their proficiency and accounted for 53.32 per cent of variance.

Kumaraswamy and Surendra (2004) conducted a study on Performance of Tribal Women in Khammam District. The major findings of the study are as follows: (1) Based on the women learners performance, out of 120 sample, 58% of the women learners performance was of high level, 26% of the learners performance was of medium level and remaining 16% of the sample have performed at low level. (2) There was significant impact of factors like marital status, occupation, income, type of family and number of children on their performance. (3) There was no significant impact of age and caste on their performance. (4) The analysis also showed that married women, 25-34 years age group, Koya Caste, agriculture labour, more income, nuclear family and persons with two and more children were found to be better performers in relation to their counterparts.
Bhuvaneswara Chowdary (2012) found that out of 360 sample 228 members constituting 63.33 per cent passed in the literacy test as per National Literacy Mission Norms. The performance of neo-literates were better in reading test followed by writing and numeracy tests. Variables like gender, age, caste, marital status, occupation and income have significantly influenced the achievement of learners. Personality factors like readiness to cooperate, attention, intelligence, sociability, emotional maturity, expressions, cheerfulness, adaptability, interest in intellectual matters and fundamental issues etc. (represented by factor A, B, F, G, H and Q) have contributed for better achievement.

Vasudevaiah (2012) conducted a study on Literacy attainment and women empowerment among self help groups – A study in Anantapur district of Andhra Pradesh. Out of 240 neo-literates, 106 members (44.17 per cent) qualified in the literacy test as per National Literacy Mission norms. Variables like age, caste, locality, martial status, occupation, income, period after becoming literate have significantly influenced the performance of neo-literates in literacy skills. Religion, type of house, number of educated members in the family have not exerted any significant influence on the performance of neo-literates in literacy skills.

II. STUDIES ON ATTITUDE TOWARDS ADULT EDUCATION

Attitudes are generally considered as learned responses. An attitude is an orientation or a disposition or a sort of readiness to react in a certain way (to persons, things, situations, etc.) which an individual carries with him in a sort of latent form, and it may become manifest in an individual’s behaviour only when an occasion arises (in which he/she has to react to objects, persons etc.). When an individual has to express his attitudes, one may react to them in a
predetermined manner (depending upon how he learned to react in his past life) either favourably or unfavourably or in an indifferent manner. All these responses may also depend upon the strength of his/her attitude towards a thing or what one may call an object of his/her attitude. Obviously, an individual carries with him/her an array of attitudes which he/she learns with experience, some of which may be favourable or unfavourable, strong or weak. Similarly, because all attitudes are learned, they may undergo changes with new information or experiences which an individual may acquire or undergo. In the course of learning of various attitudes, the individuals might have developed certain type of attitude towards adult and continuing education activities which has something to do with their performance.

Wilson and Reddy (1979) conducted a study on the attitude of the teacher volunteers towards farmers functional literacy programme in Guntur District of Andhra Pradesh. It was found that the teacher volunteers possessed strong favourable attitude towards farmers functional literacy programme which imparts valuable information to the participant farmers.

An attempt was made by Haragopal and Ravindar (1980) to assess the perceptions and attitudes of the key functionaries who man the top and intermediate levels of adult education under 'National Adult Education Programme. The investigators have enquired about the recruitment practice in the field and the problems of the functionaries. The opinions of the key level functionaries were also obtained on teaching materials, role of voluntary organisations and practical problems/difficulties encountered in the implementation of the programmes and the solutions offered by them. The functionaries possessed positive attitude towards the programme and the majority of problems were related to administration and adult learners.
Janardhan Naidu’s (1980) study concentrated on the measurement of the attitudinal scores of adult education instructors towards various aspects relating to the National Adult Education Programme. The study revealed that majority of the instructors possessed a positive attitude towards adult and continuing education programmes.

Munuswamy (1980) and Nath (1981) measured the attitudes of the adult education organizers towards National Adult Education Programme. It was found that a good majority of the organizers were possessing positive attitude towards many aspects of the programme.

Dey (1981) studied various aspects relating to the Adult Education Programme in Patamada Block in Bihar State. The investigator’s main objective was to evaluate the programme and to know the basic characteristics of the instructors and their attitude towards the various aspects pertaining to the programme. The study revealed that all the instructors in that block completely depended on agriculture as it was their main profession. More than 93 per cent of the instructors had no previous teaching experience. The instructors expressed favourable attitude with different physical facilities such as books, pencils, slates, lighting, blackboard and teaching charts available in the centres. The instructors felt happy with regard to the help received from their supervisors. Further, the study showed that majority of the instructors had a positive attitude towards adult and continuing education programmes the facilities available with the centre and the co-operation of the community in relation to the improvement of adult education centres.

Vasudeva Reddy (1983) enquired into the opinions of the National Adult Education Programme instructors relating to the usefulness of contents of reader intended to the learners. Majority of the instructors expressed favourable attitudes towards the programme and the materials.
Vijayalakshmi (1985) conducted a study on the attitude of adult education instructors towards their profession, benefits of adult education and current issues in adult education. The total sample of instructors were 130, of which 100 were men and 30 were women. It was found that the instructors possessed a favourable attitude towards the profession which helped to organize the centres properly. Majority of the instructors opined that they can attract the learners by promoting entertaining activities along with instruction, using local language as it will make the teaching learning situation easier than by teaching in text book language.

Surya Mani and Reddy (1985) conducted a study on “Attitude and Job Satisfaction of Organisers working under Adult Education Programme”. The findings of the study revealed that 72.22 per cent of the organisers belonged to highly favourable attitude group category, 23.34 per cent belonged to moderately favourable attitude category and only 4.44 per cent of organisers had less favourable attitude towards adult education programmes.

Anuradha (1988) conducted a study on "Developing Positive Attitude amongst Adult Education Functionaries". It was found that the job conditions in this field were not attractive. Job was extremely tedious, time consuming and frustrating: It involved great deal of travelling which was difficult during nights in rural areas. The honorarium was very little, the morale of the workers was very low and attitudes and motivation were poor. It was suggested that steps should be taken to improve the field situation, training programmes should be well organised and that honorarium should be increased.

Arun Mishra and Kosthyal (1988) assessed the attitude of instructors towards adult education working under adult education unit of Garwal University. The objectives of the study were (i) to find out attitudinal changes in
the instructors due to training in adult education, (ii) to find difference in the attitudes of male and female instructors towards adult education and (iii) to find out changes in their attitude during their active involvement in the programme. The results of the study indicated that significant difference existed between male and female instructors about their attitudes towards adult education. The female instructors showed more positive attitude than their male counterparts. The study showed that there existed sharp difference in pre and post-training attitude scores of the instructors towards adult education.

Goyal and Bhangoo (1988) studied the opinion of adult women workers and the learners regarding the working of the adult education centres in the Ludhiana District of Punjab. The specific objectives of the study were (i) to study the opinion of adult women workers and learners regarding adult education in terms of content, duration, learning material and timings of the centre, (ii) to identify the factors responsible for attending and discontinuing the adult education classes and (iii) to find out the learning choices of learners. The investigators observed that most of the women workers had shown interest in teaching which motivated them to accept the duty of teaching in adult education centres. Further, the study revealed that the majority of workers and learners had favourable opinion with the content, teaching / learning material and timings of the centre and with the physical facilities of the centres.

Reddy (1990) studied the instructors, attitudes in relation to their demographic characteristics and effectiveness. It was found that instructors representing higher age group possessed more positive attitude towards adult education than instructors representing lower age group. Further, the study observed that, by and large, instructors with high positive attitude towards adult education were more successful in their profession than instructors with low positive attitude towards adult education.
Reddeppa (2001) conducted a study on Jana Chaitanya Kendras in Chittoor District with special reference to monitor effectiveness. It was found that the performance of monitors relating to different functions was influenced by their attitude towards adult education. With regard to functions, monitors with high positive attitude performed better with regard to literacy and post-literacy classes, charcha mandal activities, short term training programmes, sports and adventurous activities, cultural and entertainment programmes effectively. Monitors with low positive attitude performed the role of maintaining the library and reading room effectively.

Mastan (2000) conducted a study on the influence of training, attitude and community support on the performance of preraks organising continuing education centres. It was found that gender, age, caste, education, marital status, income and experience significantly influenced the attitude of preraks. Better mean attitude scores were obtained by preraks representing women, 25-30 years age group, forward caste, intermediate qualified, married, higher income group and those possessing higher experience as preraks. It was also found that attitude significantly influenced the performance of preraks. High mean performance scores were obtained by the group having high attitude scores.

III. STUDIES ON SOCIAL TRANSFORMATION

(a) Studies on Education and Economic Aspects

Marshall (1890) defined personal wealth as all those energies, faculties, and habits, which directly contribute to making people industrially efficient. It was expressly stated that wealth in the broadest sense includes human beings Mill (1926) looked at human abilities as marketable with the help of which it can attract the wealth of other countries.
Bowman (1961) articulated the need for the concept of human capital to answer four important economic questions. Firstly, the concept can answer the question: what is the total size of human capital input in the productive system and how does it affect the national output over time. Secondly, estimating a society's productive resources that have been invested in the formation of human capital over the past and comparing it with physical capital can be estimated using this concept. Thirdly, the concept of human capital can also answer the question of what rates of returns have been realized through investment in human capital. Fourthly, understanding the productive potential embodied in human capital stock, how it is distributed among various age cohorts and how it is changing over time can be understood using the human capital concept.

The concept of human capital was formalized and designated as such only in the early nineteen sixties with the emergence of the human capital theory of Becker (1962). They are associated with rediscovering the role of human beings in production and incorporating investment in human beings into economic analysis with the concept of human capital. The author went on to postulate the powerful theory of investment in human capital namely the investment in on-the-job training. He illustrated the effect of on-the-job training on earnings, employment, productivity, mobility and other variables. Future productivity can be improved only at a cost; otherwise, there will be unlimited demand for training. Time and effort of trainees, teaching provided by others, the equipment and material used are included in cost of training. There is, thus, an opportunity cost in workers undergoing training. This one issue is extremely difficult to capture in firm level training even today. Trained person would receive lower earnings during the training period as training is paid for them and
higher earnings are collected at later age. The combined effect of paying for
and collecting the return from training in this way would be to make the age
earnings curve of the trained person. The difference is greater, when the cost or
investment is greater. Training curve is not only steeper but also more concave
indicating that the rate of increase in earnings is affected more at younger age
than at older age.

Thurow (1970) examined the need for the concept of human capital in
similar vein. He explained that this concept could be used to solve four major
problems encountered in economic analysis. Firstly, the problem of aggregation
where there is a need to quantify and measure heterogeneous collection of
goods especially that of labour. The term human capital can be used to
measure the monetary value of the different types of human productive
services. Secondly, the concept makes it easy to apply existing normative and
descriptive theories of investment in physical capital to human investment
decisions relating to education and training. Measuring labor in terms of human
capital helps in understanding the role of human skills and education as
sources of growth of a nation. Finally, Thurow also presents the human capital
concept as a tool to study poverty and inequality in the distribution of income
and wealth. The human capital concept can thus be a powerful tool to address
various issues related to productivity and labour. Thurow also mentioned how
the process of human capital formation differs from the formation of physical
capital. The initial natural ability and the pre-existing human capital in an
individual become two important inputs in the production process of human
capital. Another distinct feature is that the costs of forming human capital and
the output from per unit of input from this form of capital, differs from person to
person.
In developed countries like France, continuous training is the responsibility of the state and private sector. The state finances training under agreements signed at the regional level to meet the specific priorities such as employment assistance and individual advancement. The employer contributes about 1.1 percent of wages to meet training expenses. Otherwise, they have to pay the Treasury the difference between this minimum obligation and the amount of expenses actually earmarked for training. Majority of training programs are concerned with further training and adoption of new technologies. The small enterprises, however, have not benefited from such continuous training. France uses its training programs to reduce social inequalities through courses for social development and granting training leave. These courses are funded by the state, usually conducted during weekends, and cater to adults needs.

With traditions of life long employment in a single company, Japanese firms provide continuous training at all levels. The private sector offers its own training facilities, attracts workers with better skills by offering better working conditions and courses suitable to meet the work needs of the organization. Even while on the same job, workers are often requested to undertake training to upgrade and refresh their knowledge and skills. A third sector formula explicitly to promote public-private partnership is underway, with the Japanese government providing facilities, and the private sector providing training to develop the required skills. Japanese firms enjoy a favorable environment for training. Technical training is facilitated by the low degree of heterogeneity as employees bring the high level of basic skills. Japanese practices of team-based production, training of young workers by experienced employees, and training by job rotation expedite the diffusion of knowledge, skills, and information. These practices are a reflection of investment, result in a competent and productive work force in Japanese firms.
Information available on the Training mechanisms in other developed countries suggest that they are now geared towards addressing the problem of unemployment, skill upgradation, increasing the state's role as a facilitator of training rather than providing training itself. However, it is also seen that training is supply-led with the state deciding and guiding the kind of training to be given. Retraining has become imperative to cope with skill obsolescence encouraging the private sector to train their personnel is an area of policy initiative. Open universities are being popularized for updating knowledge and broadening individual’s qualifications, public-private partnership in the provision of training is gaining importance along with encouragement to individuals to undergo training at their own cost with the state providing training and skill development loans. Thus, we see that the developed countries are reorienting their training systems to meet the changing requirements of the labour market.

China has successfully followed a strategy of economic reform since 1978. Shortages of skilled workers have emerged, following rapid growth of the economy over the past decade. Reform and expansion of vocational education and training are an important part of future labour policy. Most vocational education and training in China is provided through the education system at the senior secondary level. The main suppliers of vocational training through short courses are the employment training centers and the unemployed and enterprise workers wanting to learn new skills are the major recipients. However, there is no accountability in terms of content and quality of training. Capital grants from the Labour Bureaus, tuition fees, earnings from subsidiary production activities and subsidies from the unemployment insurance fund, finance the employment training centers. It appears that many enterprises do not have independent workshops for practical skills training, so practical training aspects of the course are normally carried out in the factory.
Hery (1990), while analysing 'The Determinants of Employee productivity and Earnings: Some New Evidence' uses data from a nationwide sample of firms on employee wages and characteristics to examine the determinants of employee productivity and earnings. The data include several measures of job experience, training, and both worker and firm characteristics as well as subjective employer productivity ratings and earnings of workers. Given observations on the same individual at different points in time, considers both levels and changes in earnings and productivity, with various firm- and job-specific effects eliminated from the latter. The results show that: 1) both previous experience and tenure in the current job have significant, positive effects on wages and productivity. Previous experience effects are found primarily on levels of wages and productivity while tenure effects occur for both current levels and changes. 2) Hours of training are positively related to productivity and wage growth. 3) Among demographic characteristics, we find productivity growth and current productivity levels to be slightly higher for females while their wages are significantly lower. Other determinants of earnings and productivity ratings (e.g., such as various types of incentive pay and the fraction unionized) are considered here as well.

Today a new system of apprenticeship is developing although many employers perceive little advantage at present in investing in worker training. Training has become more flexible and authorities can now adjust the length of training to the requirements of the occupation. They are yet to address reforms in vocational education and training. The broad policy of the government is to move incrementally to a market responsive system. However, it faces several problems like overlapping of course provision, supply driven system of vocational education and training provision, inadequate financial resources and unjustified differences in fees (Fallon and Hunting, 2000).
Martin (2003) concluded that establishments that enhance the skills of existing workers have lower turnover rates. However, turnover is higher when workers are trained to be multi-skilled, which may imply that this type of training enhances the prospects of workers to find work elsewhere.

Vasudeva Rao (2004) in a paper on the Rural Development Programmes initiated by Government of Andhra Pradesh, clearly emphasized about the Indiramma, Indira Kranti Patham, Rain Shadow area development programmes, Jalayagnam, Chaduvula Thalli, Badi Bata, Rajiv Pallebata, Praja Patham, Rajiv internet village etc. He felt that though the Government of Andhra Pradesh has taken initiatives for total development of masses, the programmes are not reaching the masses as expected by planners. This is due to non-cooperation of vested groups, middle men, lack of people's participation and indifferent attitude of political leaders and parties and non-involvement of NGOs. He suggested that there is an urgent need for the bureaucrats to organize more number of programmes for building awareness about the welfare and development programmes. It would also be justifiable to examine the rural realities in-terms of psycho-social factors. He also suggested that the academicians, on the other part should conduct more studies on the bureaucracy adopting methodologies that are rigorous yet practicable and relevant to the social context. Thus, short comings can be easily overcome if some administrative mechanism is evaluated and geared up for timely compliance. In this regard the involvement of students is desirable for creating awareness among the rural masses. The NSS and NCC students can be sent to rural areas as part of their camp activity. The departments of the universities which are working towards welfare activities also should be involved officially. He also suggested that after completion of graduation, students can be
recruited as rural development workers with minimum honorarium. He suggested that government should establish monitoring committee with youth, academicians, fourth estate, women groups, and people's representative's as an advisory body to government welfare programme.

Muthukrishnan (2008) observed that the level of education of the respondents has a definite and positive relationship with training and current earnings. Respondents with higher level of education who underwent short duration training earn Rs. 20361-13 while those with high school level of education earn only Rs. 1046-19. Respondents with degree and above level of education and have undergone long duration training, earn Rs 15181.50 while it is Rs 7201.31 for those with high school and pre-university level of education. This means that the benefit of undergoing short duration training in terms of current earnings is more for those respondents who have already invested in their education.

Ramanujam and Sodhi (2010) have presented the following about the state of art in skilling women in India. India has a long history in Vocational Education and Training (VET). Skill training as an instrument of employment generation policies and programmes received the attention of development policy planners in early 60's. Since then, the country has been experimenting with various skill development strategies through both formal and informal means. Around the same time, Non- Governmental Organizations (NGOs) also joined the fray in promoting skill development. Over the years, industrial enterprises-both in the public and private sectors - also started establishing in-house training facilities to train the new recruits as well as the existing employees for achieving higher productivity. As a result, there are widely varying training approaches and practices in India. Women as a target group for vocational training received focused attention only around late 70's.
Studies on Health Aspects

Health is a common theme in most cultures. In fact, all communities have their concepts of health, as part of their culture. An understanding of health is the basis of all health care. Health is not perceived the same way by all members of a community including various professional groups, biomedical scientists, social science specialists, health administrators, ecologists, etc., giving rise to confusion about the concept of health. In a world of continuous change, new concepts are bound to emerge based on new patterns of thought. Health has evolved over the centuries as a concept from an individual concern to a world-wide social goal and encompasses the whole quality of life. A brief account of the changing concepts of health is given below:

Traditionally, health has been viewed as an "absence of disease", and if one was free from disease, then the person was considered healthy. This concept, known as the "biomedical concept" has the basis in the "germ theory of disease" which dominated medical thought at the turn of the 20th century. The medical profession viewed the human body a machine; disease as a consequence of the breakdown of the machine and one of the doctor's task as repair of the machine. Thus health, in this narrow view, become the ultimate goal of medicine.

The criticism that is levelled against the biomedical concept is that it has minimized the role of the environmental, social, psychological and cultural determinants of health. The biomedical model, for all its spectacular success in treating diseases, was found inadequate to solve some of the major health problems of mankind (eg., malnutrition, chronic disease, accidents, drug abuse, mental illness, environmental pollution, population explosion) by elaborating the medical technologies. Developments in medical and social sciences led to the conclusion that the biomedical concept of health was inadequate.
Deficiencies in the biomedical concept gave rise to other concepts. The ecologists put forward an attractive hypothesis which viewed health as a dynamic equilibrium between man and his environment, and disease a maladjustment of the human organism to environment. Health implies the relative absence of pain and discomfort and a continuous adaptation and adjustment to the environment to ensure optimal function. The ecological concept raises two issues, viz., imperfect man and imperfect environment. History argues strongly that improvement in human adaptation to natural environments can lead to longer life expectancies and a better quality of life – even in the absence of modern health delivery services.

Contemporary developments in social sciences revealed that health is not only a biomedical phenomenon, but one which is influenced by social, psychological, cultural, economic and political factors of the people concerned. These factors must be taken into consideration in defining and measuring health. Thus, health is both a biological and social phenomenon.

Holistic model is a synthesis of all the above concepts. It recognizes the social, economic, political and environmental influences on health. It has been variously described as a unified or multi-dimensional process involving the well-being of the whole person in the context of his environment. This view corresponds to the view held by the ancients that health implies a sound mind, in a sound body, in a sound family, in sound environment. The holistic approach implies that all sectors of society have an effect on health, in particular, agriculture, animal husbandry, food, industry, education, housing, public works, communications and other sectors. The emphasis is on the promotion and protection of health.
"Health" is one of those terms which most people find it difficult to define although they are confident of its meaning. Therefore, many definitions of health have been offered from time to time, including the following:

a. "the condition of being sound in body, mind or spirit, especially freedom from physical disease or pain";

b. "soundness of body or mind; that condition in which its functions are duly and efficiently discharged";

c. "a condition or quality of the human organism expressing the adequate functioning of the organism in given conditions, genetic and environmental".

d. "a state of relative equilibrium of body form and function which results from its successful dynamic adjustment to forces tending to disturb. It is not passive interplay between body substance and forces impinging upon it but an active response of body forces working towards readjustment".

The widely accepted definition of health is that given by the World Health Organization (1948) in the preamble to its constitution which is as follows: "Health is a state of complete physical, mental and social wellbeing and not merely an absence of disease or infirmity".

The concept of health as defined by WHO is broad and positive in its implications; it sets out the standard, the standard of "positive" health. It symbolizes the aspirations of people and represents an overall objective or goal towards which nations should strive.
The WHO definition of health is not an "operational" definition i.e., it does not lend itself to direct measurement. In a broad sense, health can be seen as "a condition or quality of the human organism expressing the adequate functioning of organism in given conditions, genetic or environmental".

In a narrow sense health means: (a) there is no obvious evidence of disease, and that a person is functioning normally i.e., conforming within normal limits of variation to the standards of health criteria generally accepted for one's age, sex, community, and geographic region; and (b) the several organs of the body are functioning adequately in themselves and in relation to one another which implies a kind of equilibrium or homeostasis – a condition relatively stable but which may vary as human beings adapt to internal and external stimuli. To put in short:

- Health is the essence of productive life and not the result of over increasing expenditure on medical care.
- Health is intersectoral.
- Health is an integral part of development, health is central to the concept of quality of life.
- Health involves individuals, state and international responsibility.
- Health and its maintenance is a major social investment and world-wide social goal.

Health is multidimensional, the WHO definition envisages three specific dimensions – the physical, the mental and the social. Many more may be cited, viz., spiritual, emotional, vocational and political dimensions. As the knowledge base grows, the list may be expanding. Although, these dimensions function
and interact with one another, each has its own nature, and for
descriptive purposes will be treated separately. The representative studies are
as follows:

Neerajamma (1982) conducted a study on health consciousness among
illiterate adults on communicable disease. The results of the study revealed that
more than fifty per cent of illiterate men did not have adequate knowledge on
malaria, typhoid, tuberculosis, encephalitis, poliomyelitis and whooping cough,
whereas illiterate women possessed some knowledge about tetanus, since it
was women who brought up children and as such they were exposed to the
knowledge of different diseases, their prevention and cure.

Tripathi and Supraba (1997) conducted a study on Health seeking
behaviour of rural women in India with sexual diseases and reproductive tract
infections. This research focuses on how rural women in India utilize, social
network to discover and resolve problems related to sexual diseases. The
objective is to examine the health seeking behavior of rural women in India
infected with such diseases. In developing countries such as India, where rural
to urban migration among males is high, the likelihood of rural females being
infected with sexual diseases is growing since male migrants may get infected
and transmit such diseases to rural females. So far 3 million sexually
transmitted diseases cases have been reported in India, including 2,312 with
AIDS and 17,283 HIV infected people. It is estimated projected that 13 million
people in India will be infected with sexual diseases by the year 2015. Sexual
diseases such as AIDS, syphilis, Chlamydia and herpes have spread rapidly
into heterosexual populations, and present a serious threat to women. The
situation is serious for women, since women are affected at a younger age than
men in India. They are frequently blamed and stigmatized for having a sexual
disease. Sexual diseases thus have a gender dimension.
Rangayan et al. (1998) conducted a study on “HIV / AIDS in the north eastern States of India: Knowledge and misconceptions regarding its transmission. It was found that majority of women in the north eastern states of India had misconceptions regarding the transmission of HIV / AIDS, a disease which is spreading endemically in these states. Greater emphasis should be given to the spread of messages through the mass media, particularly the cinema as it can speedily and effectively covey massages to the public. Further other media such as folk dances and group discussions through mahila mandals should be tried out in order to reach people of varying socio-cultural backgrounds.

Bhandari et al. (1989) in their study “Maternal, child health services and infant mortality rate” listed the reasons for non-utilisation of maternal child health services. They are inadequate treatment, terminal stage of illness, indigenous line of treatment due to ignorance, financial hardship, apathy, fatalistic attitude of parents, lack of faith in health department and logistics.

Kamble (1989) conducted a study on ‘health education in rural area : an in depth study of the Telangaon Dehade Primary Health Centre’. The study concentrated on identifying the problems of a rural health centre. The objectives of the study were : (1) to study the situation of health education in a selected rural area and watch its impact on rural people, (2) to describe the relationship between the socio-economic conditions of the rural people and health education, and (3) to study the primary health centres role in imparting health education. The investigator used the case study method. Information was collected from 100 households from four selected villages around the primary health centre. Structured interview schedules were used to collect information from the households, the staff of the primary health centre and other
government workers. A qualitative analysis of the information was made. Descriptive statistics like averages, percentages were employed to analyse the data. It was found that (1) The socio-economic profiles of the selected households were found to be a factor for the uneven distribution of primary health centres in rural areas, (2) By and large, the primary health centre did not organise people for discussions on different health issues like communicable and non-communicable diseases. (3) Majority of the respondents did not make use of the primary health centre property. (4) villagers consulted health workers on different health problems before approaching the primary health centre.

Paulo Ferrintio, Robb, Cornielji and Rex (1993) studied on primary health care in support of community development. A community development approach has been adopted in the out-reach component of the work of the Alexandra Health Centre in South Africa. The importance of local township organizations has been recognized and the centre is seen not only as providing technical solutions, but also as helping people to achieve improved living conditions. The basic elements in integrated community development can be regarded as educational and organizational. Success demands that regional and national policies embrace the participation of local people and the evolution of supportive and mobilizing institutions: the people need to be organized in voluntary associations backed by health professionals and communications based at health centres. Alexandra is a township with 2 lakh inhabitants at 15 km from Johannesburg. Alexandra, a health care and university clinic is its major provider of comprehensive health care. This institution is required to serve the poor in a way that empowers the community and contributes to the development of a model of health care that could help similar communities in other areas of the Third World. The outreach and community services are:
promotion of community participation, support of community organizations, outreach services, community education and research and information gathering. The Alexandra community development agency formed in 1991 is funded and controlled by township organization. The success of the community development approach depends on ability to identify real needs, the linking of identified need with organizations that can help families and individuals. The community and the Alexandra Health Centre accept each other as partners in making and implementing decisions. Stable structures are created for planning together and for the regular exchange of information between health workers and community leaders, to contribute and control the implementation of the agreed plan of action. Community activities are facilitated by the provision of venues at the Alexandra Health Centre. There is involvement in social and political events. The setting up of voluntary associations is facilitated. The work of established voluntary associations is supported. Priority is given to local residents, when posts are being filled. Basic rehabilitation services have been provided at the Alexandra Health Centre like physiotherapy, speech and hearing therapy, psychology and psychiatry. The community development approach requires recognition of the importance of township organizations. The success depends on a continuing learning process among health workers and members of the general population sharing the aim of the centre i.e., continuous improvement in the quality of life.

Balaiah et al. (2001) conducted a study on “Fertility, Attitude and Family Planning practices of men in a rural community of Maharashtra". The investigators found that misconception about methods and lack of proper service facilities contributed to the poor involvement and sharing of responsibility by men and this resulted in low acceptance of family planning methods. The study suggests inclusion of specific population information and...
awareness programming targeted for men with the aim of influencing their attitude about reproductive health and motivating them to share responsibilities in their family welfare aspects.

Ramesh (2006) conducted a study on opinion of rural youth towards family life education. It was reported that the rural youth are in favour of nuclear family system and the government has to provide more health facilities for the rural population.

Mahesh (2006) studied the attitude of rural masses towards population education. It was observed that the rural youth have a positive attitude towards population education. It was suggested that, the mass media agencies have to take steps to popularize the message of small family norms to enable the rural masses to have positive attitude on family planning operations.

Bhaskar (2006) conducted a study on relationship between intra-spouse communication and adoption of family planning. It was found that intra-spouse communication positively influences the attitude of the couple towards small family norms.

Venkatalakshumma (2009) conducted a study on ‘Health awareness among neo-literates of Kadapa District in Andhra Pradesh’, on a sample of 360 neo-literates. There were 47 questions in the area of communicable diseases and the mean score obtained by the sample (25.83) is above average. There are 33 questions in the area of non-communicable diseases and the mean score obtained by the sample (20.78) is just above average. There are 60 questions in the area of nutrition, mother and child care and the mean score obtained by the sample (22.66) is below average. On the whole, the average scores secured by the sample in different areas denote that the neo-literates
need to be provided with better knowledge about health aspects. As far as the influence of different independent variables in the area of communicable diseases is concerned, gender, age, caste, locality, occupation, marital status, income, type of family, membership in self-help groups and participation in continuing education centre activities have significantly influenced the health awareness of neo-literates in the area of communicable diseases. Religion and participation in health camps have not significantly influenced the health awareness of neo-literates in the area of communicable diseases. Attitude towards health and availability of health facilities and services have significantly influenced the health awareness of neo-literates in the area of communicable diseases non-communicable diseases, nutrition, mother and child care.

(c) Studies on Social, Political and Legal Aspects

The provision of social security as a basic right may flow from these two ideas. Liberty to pursue one's life and income opportunities may conflict with ideas of equality of outcomes but for social security the conflict is not so clear. (e.g., hunger); to live without shame or fear; or to practice important liberties (e.g., freedom of religion and speech). Important element social security might then be regarded as part of the protection of fundamental rights. The assertion of right involves a basic departure from the objective of maximizing general interest or welfare as embodied in a social welfare function of the type familiar in welfare economics. The objective of treating citizens with equal concern and respect has been expressed in terms of rights to equal treatment and the right to treatment as an equal (Dworkin, 1977).

The membership of society may be seen as involving both duties and rights. The duties may involve observance of the law, certain customs of behaviour, military service, amongst others. The rights might involves voting,
protection of the law, basic education, health and housing and so on. The belief that, as members of society, we are entitled to certain fundamentals. This viewpoint has great practical significance both in terms of the rhetoric and reality of government policy as well as for the perceptions and demand of the citizen (Burgess and Stem, 1989).

Madhava Rao (2002) studied on 'Social Security for the Unorganized in India' and concluded that the concern of our government has been to provide social security provisions for all workmen at least if not to all the population. But legislations have been made to provide social security benefits through specialized institutes to organized workforce. Thus only roughly 10% of the working population have been provided with some social security. The most concerning fact is that the total organized sector is not covered under the social security programmes. Even the covered working populations are not fully satisfied with the existing administrative arrangements. Therefore the suggestions are made for betterment of (1) Pension Administration of Social security Schemes like Provident Fund and Pension schemes and (2) Development of a comprehensive social security system for the entire working population if not for total population. This requires redesigning the existing programmes, drawing up a comprehensive social security policy, taking legislative decisions and setting up administrative system.

Anthony Tsekpo (2005), based on 'Expansion of Social Security Coverage to the Informal Sector in Ghana' observed that the process concentrated on price and exchange rate stability in addition to minimizing the budget deficit. The outcome was a consistent growth, averaging 4.5 per cent past two decades. However, the process of stabilization neglected unemployment. The microeconomic consequences of unemployment are that individuals fail to earn income and may not be able to keep body and soul
together—a real threat to social security. It is apparent that a coordinated policy towards employment is missing and employment is taken as a by-product of growth. In such a policy environment, however, Ghana witnessed an explosion of the economically active population in the informal sector. Approximately, 80 per cent of Ghana’s labour force works in the informal sector.

Mukul Asher (2005), evaluating the ‘Social Security System in India: Policy Making Processes and the Policymakers’, analysed the policy making processes in India which have led to the evolution of the current social security system. He also describes how recent years witnessed initiation of reforms in social sector security. There are indications that recent initiatives have set in motion a process whose dynamics will be determined to a great extent by evidence-based policy processes, which also rely more on institutions and less on individual policy makers. Only one-fifth of the labor force is covered by pension and provident fund schemes; workers who are not employed in the formal private or government sector thus need to be provided with market-based but well-regulated pension schemes. New civil service pension scheme has a provision for voluntary contributions.

(d) Social Transformation - Impact of Literacy Programmes

Sudhakara Reddy (1997) conducted External Evaluation of Total Literacy Campaign, Chitradurga District, Karnataka. A sample of 1220 learners were selected as the sample for the study. The details relating to impact of the programme are as follows: i) Decline in the incidence of thumb impression and increase in the enrollment of children in schools was clearly noticed after the literacy campaign. ii) The campaign has brought considerable change in the outlook of rural masses on immunization of children, mother and child care, adoption of family planning and awareness in health related issues. iii) After the
campaign, moderate improvement was noticed with respect to participation of rural women in income generating activities. iv) The campaign could not push through effectively in enlightening masses in aspects related to civic rights and duties.

Manjula P. Rao (1998) conducted a study on scientific literacy - its impact on neo-literates. Since the science literacy curriculum was developed keeping the rural population as the main focus, the neo-literates, who could read and write to some extent, from the two mandals of K.R. Nagar Taluk (Arikare Koppal and Dornahalli) of Mysore district were selected. The total sample consisted of 65 neo-literates, 45 women and 20 men. The age of the sample varied from 20 to 45 years, and most of them were Hindus, except two or three who were Christians. Analysing the data obtained on pre-tests of scientific awareness and scientific attitude of neo-literates. This clearly indicates that the awareness developed on scientific matters and knowledge around through the scientific literacy programme has had an impact over the development of scientific attitude. Under many units, the cognitive inputs were accompanied by certain attitudinal inputs to remove blind beliefs, superstitions, and misconceptions. Sufficient opportunities were created to generate curiosity; open mindedness and critical thinking wherever it was necessary and feasible. Therefore, from the results, it may be inferred that the obtained scientific awareness had an influence over the scientific attitude of neo-literates. The findings of the study served as a proof for the effectiveness of scientific literacy curriculum which was evidenced through the increased scientific awareness and scientific awareness and scientific attitude of neo-literates. One thing that is quite obvious from the study is that science need not be confined to the educated masses or to the formal institutions like schools and colleges alone. Science can be learnt by the rural population, even by illiterates and neo-
literates, if taught informally through various activity-based, and discussion-oriented strategies, and using those media and approaches with which they are more comfortable. Literacy in science is extremely essential for rural people, not only to know their surroundings in the right perspective, but also to apply the knowledge of science in their lives and to assert their rights.

Renana Jhabvala and Shalirii Sinha (2001), on the working of ‘Social Security for Women Workers in the Unorganised Sector’, observed that the advent of globalisation in India has seen an increasing informalisation of employment, including home based, contract and casual labour. Unorganised sector accounts for over 96 per cent of the women workers. Women are concentrated in the lower end of the spectrum – their work is insecure, low paid, irregular and often unorganised. They balance between children, home and work, and more often than not, their income is not commensurate with their work.

Adinarayana Reddy (2004) conducted an evaluation of NORAD Training Programme in Andhra Pradesh, Kerala, Karnataka and Tamil Nadu. A total of 88 institutions from all the four states have been contacted for the purpose of evaluation. The overall impact of the training programme on the women candidates seems to be less than what is envisaged under the NORAD scheme. Out of 880 sample women, only 320 women (36.48%) derived benefit out of the programme while 63.42 per cent said that they were unable to make use of the new skills acquired either in getting employment or in engaging themselves in self-employment. Out of 320 beneficiaries, 267 (95.36%) were able to engage themselves in self-employment by staring their own production centres. Rest of them could secure employment on the strength of the training in small private manufacturing centres. Majority of the women both self-
employed and employed have expressed that their monthly income has increased. With the increased income many of them are able to allocate a little bit more amount towards improving their food, children’s education, and have better clothing, etc. A few of them have put their increased income into savings. The intangible result of the increased income of the women is that many of them are able to have a say in their families in the utilization of this income which they did not have earlier. The study concluded that, literacy and SHG participation shows positive impact on the awareness - decision making and communication skills of the respondents.

Reddeppa Reddy (2007) conducted a study on External Evaluation of Akshara Bharati Programme, Phase-II; West Godavari District. It was found that, the implementation of Akshara Bharathi – Phase-II programme in West Godavari District as a continuation of earlier literacy efforts has opened new gateways of knowledge for development and the benefits of literacy are flowing from generation to generation. It is to be noted that the benefits of literacy cannot be seen directly like TV or radio but can be perceived in understanding the developments in terms of individuals and improvements in their social and economic life. Positive impact was found with respect to (a) Participation in developmental activities, (b) Adoption of family planning and success of immunization programme, (c) Reduction of fertility – mortality rates, (d) Increase of school enrollments and retention.

Janardhana Reddy (2007) conducted External Evaluation of Continuing Education Programme in Tumkur District, Karnataka. A sample of 275 neo-literate were selected for the study. The continuing education centres are expected to provide different services to neo-literates. The CECs have multiple functions like literacy classes for non-literates, library services for neo-literates, conduct of charcha mandals on village issues, cultural activities, information
services, which include dissemination of information on government schemes, conduct of short-term vocational training programmes, etc. These are aimed at creating a knowledge society and to improve quality of life of people. The respondents were asked to state whether they are satisfied with different types of services offered in continuing education centres. The responses of beneficiaries reveal that they are satisfied with most of the services provided at the centres, except vocational training programmes and involvement of development departments. Discussion with the members of self-help groups and neo-literates revealed that they need vocational skills to take up income generating activities. In addition, they are also not satisfied with the function of providing information by government departments. The Government of India has established Jan Shikshan Sansthans (JSS) in Tumkur town to organize vocational skill building courses to improve economic conditions of People. Linkages may be established with JSS to organize vocational courses. The broad aim of the programme of continuing education is to create a knowledge society as knowledge is power. The development process of a nation requires knowledgeable citizens as there is a close association between knowledge and development. Secondly, measuring the impact of a programme is also a difficult task. A simple question was put to respondent beneficiaries whether the programme helped them in improving their knowledge in agriculture, health, social issues, government schemes, children education and self-confidence. Most of the beneficiaries have stated that the continuing education programme has helped them in improving their knowledge in different areas including their occupation and social awareness. This has also enabled them to help their children in school studies. Some of the continuing education books are also useful to school students. Apart from this, the self-confidence of beneficiaries has also increased. The centre has provided an opportunity to interact with different people and to discuss on various social and village issues.
The general observations and interactions with neo-literates revealed the following benefits of literacy.

• Now the neo-literates are keen in sending the children to schools. Earlier, they were not asking about what was happening in the school. But now they are asking about the presence of the teachers, using the text books, and notebooks purchased and reading for some time at home.

• Child labour and bonded labour are still continuing in the villages but their intensity is gradually reducing and the efforts for literacy require to be continued as per the opinion of village elders. They feel that the change in the mind set about these issues will come to the sense of the people in a gradual and phased manner but not through one time effort.

• Neo-literates are putting signatures. They are able to actively participate in self-help groups. They are showing more interest on knowing about primary health care, usage of modern tools in the kitchen, usage of mosquito nets and knowing about dreadful diseases like HIV / AIDS and methods of family planning.

• Newspaper reading habit at tea shops in village has increased and neo-literates to some extent, especially men, want to read the newspapers for knowing about local news and politics.

Adinarayana Reddy et al. (2008) conducted a study on External Evaluation of Post-Literacy Programme, Koraput, Orissa. In order to know the specific impact of literacy and the improvements attained by the neo-literates, a
structured tool was prepared to know whether the neo-literates and mopping up learners have attained the awareness or not. A sample of 360 learners were considered for this purpose. The results are as follows:

**Drinking**

Drinking cheap liquor is often observed in the villagers and tribal areas. They consume it to avoid the day's hard labour. Some others also consume it as a minimum requirement to call the day as a full day or for company's sake. About 33.76 per cent of villagers expressed that drinking is a must in their communities, especially the tribals where in the participation of women is also allowed. 23.67% of the sample have stated that they know about the health hazards of drinking and they are instructing their husbands and others to avoid drinking. 32.57% are spreading the message that drinking is injurious to health and it is a social evil. About five per cent of the sample have stated that they have become successful in tackling the problem at their family level whereas the remaining respondents have expressed that they became successful in combating the problem at their village level.

**Dowry**

Dowry is not prevalent in the poor and down trodden sections of the community. But the bridegroom has to pay money to the bride's family for marrying her. If one is not able to pay the price i.e., 'Jhoola' in the local language, one has to work in the father-in-laws house for some time. Dowry is observed in the case of middle class and rich class families but at adult learners level of the literacy and post-literacy centres such cases are found at a very lower level.
Cleanliness and Community Hygiene

Cleanliness and community hygiene have a major role to play in avoiding diseases, breeding of mosquitoes and communicable diseases. Response pattern of neo-literates indicates that they are taking bath regularly including the tribals. All the learners have a clear understanding about the need for maintaining personal hygiene and clean environment and surroundings. The lessons covered on community hygiene, the role played by the volunteers and preraks and the role of NGOs and panchayat officials in creating awareness has paved way for maintaining personal cleanliness and better community hygiene at the gross root level. It is interesting to note that the members of self-help groups and adult learners are demanding the panchayat and other officials to bestow more attention on drinking water through over head tanks, checking breeding of mosquitoes and removal of wastage dumped before the houses. The proposals relating to individual sanitary latrines, laying of pucca roads and drainage passages are being given adequate attention and three fourths of the learners of the sample have expressed concern and awareness about these issues.

Legal literacy

Perceptions of learners about legal literacy aspects indicates that a good majority of them (78.96%) do not have knowledge about courts and procedures. 12.20% have expressed that they have heard about the courts and that ignorance of law is not an excuse. About 8.84% have stated that they want to know more about legal matters.
Women's Empowerment

In the present evaluation an attempt has been made to know about the perceptions of neo-literates on women's empowerment. 38.50% of the learners have expressed that if a woman heads the family it will be better. 40.50% of the sample have expressed that women should also earn for the family. 21% have endorsed the view that women need training on vocational aspects and guidance and family support is necessary to have better empowerment of women.

Small family norm

There is a growing awareness about the need to have a small family among all sections of the society in the district. The respondents of the study (95.50%) have clearly stated that small family is a happy family and it is the need of the hour. About 42.40% of the sample felt that a boy is needed for the family to keep the name of the family and to look after the agricultural lands and family traditional works. About 73% of the sample has felt that whether boy or girl both are equally important. The average family size is 4-5 in the tribal areas and people have understood the need to have a small family with 2-3 children in rural and tribal areas as well. Majority of the women respondents have undergone family planning operation and the lessons covered in the primers as expressed by them have also acted as a motivating factor. A few learners (12.80%) of the sample are informing their neighbours and relatives to clear their doubts about family planning operations and methods.
Participation in the Development Programmes

About 35.75% of the sample has indicated that they have some knowledge about the development programmes in the area and that they have plans to become stronger economically. About 22.50% of the samples are utilizing the development programmes by contacting the Block Development Officers and sarpanches.

Individual Development

At the individual level more than half of the sample have stated that they are able to sign in the papers, looking into what is written before signing. They are giving respect to girl child in the family, able to move with others freely, approaching the officials without hesitation. Now, they are using the leisure time effectively, using modern agricultural methods, carrying out financial transactions without others help, and that their confidence level has increased through their participation in social and economic matters.

Sum-up

An overview of the studies presented under education and economic aspects of social transformation (conducted by Marshall, 1890; Bowman, 1961; Becker, 1962; Thurow, 1970; Hyderabad, 1990; Lynch, 1992; Martin, 2003; Vasudeva Rao, 2004; Muthukrishnan, 2008; Ramanujam and Sodhi, 2010) have dealt with the significance of human capital, role of on-the-job training, role of government and NGOs in vocational education and earning differentials due to age and education levels. Education opens the gate way to basic knowledge, social transformation and culture. There is a great need to study the role of adult education which happens to be a process of human resource development on social transformation.

An overview of the studies conducted by investigators like Neroyaman, 1982; Bhandari, 1989; Kamble, 1989; Paulo Ferrinto, Robb, Cornielji and Rex, 1993; Tripathi and Suprajha, 1997; Rangayan et al., 1998; Balaiah et al., 2001; Ramesh, 2006; Mahesh, 2006; Bhaskar, 2006; Venkatalakshumma, 2009 on health aspects have laid emphasis on knowledge of adult learners and general community on health awareness and attitudes relating to communicable and non-communicable diseases, reproductive health, HIV / AIDS, health care services etc. This indicates that there is dearth of studies on role of health aspects in relation to social transformation.

An overview of the studies presented under the unit on studies on social, political and legal aspects, reveals that investigators like Forgers and Steam, 1989 have emphasised on the role of membership in society whereas the studies of Renena Jhabvala and Shaliril Simha, 2001; Madhava Rao, 2002, Mukul Aghar, 2005; Anthony Teekps, 2005 on the role of social security which forms as an integral component of social transformation. The impact of literacy

An overview of the studies reveals that there is shortage of studies dealing with social, political and legal aspects of social transformation with general population and scheduled castes in particular. Keeping the research gaps in different aspects of social transformation – educational aspects, social aspects, economic aspects, health aspects, political and legal aspects, the investigator has chosen the present study for investigation.