REVIEW OF RELATED LITERATURE:

Research in any field is a search for knowledge. It is a systematic attempt to provide answers to questions. The research uncovers facts and formulates a generalisation based on the interpretation of those facts. Through educational research one acquires systematic and worthwhile information about the educative process. It is a way to acquire dependable and useful information when the scientific method is applied to the study of educational research. Traves defines educational research as "an activity directed towards the development of organised body of scientific knowledge about the events with which educators are concerned".

Educational research has made its beginning in the late 19th century. Joseph M. Rice is generally recognised as the pioneer in the educational research movement. He published two articles in 1897 reporting the result of his rather lengthy investigation of the spelling achievement of U.S. School children. This work is usually taken as the beginning of the modern movement for the objective study of educational problems. Research in the discipline of education has enormously increased in the last two three decades.

The first survey of research in education edited by Dr. M.B. Buch in 1963 begun with the observation that educational research was "still at its infancy". Education was only an emerging discipline at that time. Recently it was established that every other day, one Doctorate is awarded by one or the other Indian Universities through its faculty of education. This has been considered as an alarming growth.
rate by many academicians and researchers who feel that standard of educational research is deteriorating. The fact that fifth survey of educational research have so far been published and it is an indicator of the widening spectrum of educational research in India.

Review of related studies makes the researcher aware in the said area and also makes know various methods used in conducting research and finding thereof. To do this the researcher goes through dissertation abstracts, educational index, bibliographies and then goes on to individual studies and article.

Review according to Webster's Dictionary (1987) is to "examine again, study critically general survey, critique." In research review of related literature means to conduct general survey of related studies to analyse them critically and put them logically such that a certain research framework and dimension can emerge. Based on this a researcher can look for missing links in the chain of knowledge. The review of related literature throws light on the studies available and enables the researcher to finalise the topic of the study. Review of a good number of area based studies can prove to be very helpful in enabling a researcher to understand how various issues have been studies by researchers in different parts of the world. It also avoids possible duplications where it is not called for. Some of the answers to the questions may also be obtained from the researchers that have already been conducted. It is not true that review of studies is required only at the initial phase of research initiation, but it is also required to support a researcher in identification of objectives and formulation of research questions and hypothesis. All these need an
empirical and research base. Review is useful in supporting and justifying the need for the study. Further the reviewed studies are also of great help when the researcher completes the analysis part of the research where one need to compare the results in the light of the other studies findings. Hence review is more or less a continuous activity.

Presently adult education is acclaimed as a specialised field of graduate study and as a discipline. It is an undeniable fact that adult education is a long term process going on for a considerable period of time and it is hoped that the programme would change its methodology to cope with the emergence of new thinking and research on adult learning.

There should be expansion of research in the field of literacy programme in India. A specific and co-ordinated plan should help to fill in research gaps quickly. Never before we needed research in adult education as much as we need now. We are on the threshold of exciting new developments in adult education in India under point 16 of the 20 point programme. New educational institutions are coming into existence and the adult education movement is getting new momentum as soon as total literacy campaign was launched in 1990 under National Literacy Mission. research has its own role to play. In this development. It can provide the knowledge with which we can develop the kind of adult education provision which will meet the pressing demands of our time.

The quality and effectiveness of a literacy programme depends to a large extent on the research and investigation by which it
is backed. There is paucity of research in adult education in India. The reasons for the present situation are not difficult to find. The pressure on literacy and adult education to expand its programme without accompanying increase in staff, the small number of professionals employed full time in adult education, the fragmentation of adult education activity, the profusion of agencies and the diffusion of professional effort have left the adult education little time to engage in research and publication. Adult education as a relatively new profession has been preoccupied with the daily problems of organisation and administration. Lack of adequate funds to support research has also been contributing to the dearth of research studies.

Report prepared by Directorate of Adult Education states, "Lack of properly trained manpower for research work is a genuine problem. Systematic training programme for research workers would have to be joint efforts between implementing agencies and the Universities so that research works would not only have some background on research techniques but would also have the capability to identify field problems and to find practical solutions to them. We have to encourage more student involvement in research through post-graduate research work that has practical implementation for adult education or literacy programme. Research projects that are multi disciplinary in nature should be undertaken. Problems relating to adult education are multi dimensional and multi disciplinary. Research studies undertaken by educators, economists, sociologist, anthropologists, management specialists, would provide useful insight into the problems relating to adult education".
Some people observe that adult education research is still at its infancy even though a considerable number of studies have been conducted on literacy programme as well as adult education at various levels. In addition to the doctoral thesis, Master's and post Master's level researches, many field oriented studies are also in progress. Consequent on the introduction of National Literacy Mission and total Literacy campaign evaluative studies are increasing in number, both internal and external. Motivational studies find a significant place as also studies on dropping out, retention etc. Each ILT project has some built evaluation resulting in a brief report. Most of the SRC's are also conducting action and applied research.

There has been renewed research activities related to adult education due to the realisation about the importance and significance of the ongoing social changes and also to the vast increases in the numbers of mature people taking active part in self initiated and self directed learning. A national seminar on research in adult education was organised at Hyderabad in February-March-1982 by Indian Adult Education Association. The proceedings of the seminar was edited by Dr. S.C. Bhatia and B.R. Patil and published by I.A.E.A. in 1982 itself. These were the forerunners of a detailed study of all researches doctoral, Master's and M. Phil. level project reports conducted by the I.A.E.A. during 1983-84 with financial supports from FES, Bonn West Germany. This resulted in the publication of a book "Adult Education Research in India – A study" by the Association in 1984. This study covered 46 doctoral thesis, 71 project reports and 51 M.Phil/M.Ed./M.A. dissertations. Detailed study of the first two categories was undertaken by the study group headed by Dr. Salamatullah. The areas / subjects covered by studies have been listed below:-
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<tr>
<th>Area/Subject</th>
<th>Doctoral thesis</th>
<th>Individual/Research Project</th>
<th>State level Research Project</th>
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<td>1. Studies concerning Learners</td>
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<tr>
<td>(a) Psychology of adult Education</td>
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<td>9</td>
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<td>(b) Sociology of adult Education</td>
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<td>2. Studies concerning Administration and organisation</td>
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<td>3. Studies concerning evaluation</td>
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<td>(a) Programme of action</td>
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<td>(b) Instructional outcomes</td>
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<td>4. Miscellaneous studies</td>
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<td><strong>TOTAL</strong></td>
<td><strong>46</strong></td>
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(Ref: Adult Education Research in India, IAEA, 1984)

Out of these studies 79 are descriptive or survey type while 15 are of the experimental type, while 3 are historical studies, case studies number 9. The remaining 11 can't be distinctly classified into any of these four categories.
It is true to say that research in adult education is still in the cradle. As a discipline many Universities are yet to adopt it. In many Universities, Adult continuing and Extension Education Departments are functioning and yet little emphasis is given on research in adult continuing education as a part of their Ph.D., M.Ed. and M.A. programme. The importance of literacy programme may be ascertained by mentioning some of the work done in this field in the different parts of the country.

A review of adult education must assess the extent to which research studies demonstrate sensitivity to the conceptual orientation of adult education in the Indian context. How far do researches probe into the large question of the integrating of the individual learner in society through an active understanding of and preparation in the developmental process both in Macro and Micro terms? How far do research studies distinguish between efforts which more literacy and those which are 'adult education' in this border linkages with social and national goals? How far do research studies respond to the need for developing learners profile in this diverse socio-cultural situation?

The following elaborated discussion will cover the review of research already done in the field of literacy programme or adult education in India. The present review is mainly based on doctoral thesis and project research on literacy programme on adult education completed in Indian Universities and specialised institution.

The first study on literacy programme was made by D.R. Gadgil in 1945. In the study the researcher developed a test of reading
and writing by which the lapse into illiteracy could be measured. The researcher reported a positive relationship between the sharp fall in the lapse into illiteracy and the progressive increase of the standard in which a student leaves the school. Another significant finding was that it was necessary for a pupil to complete four years course at School in order to ensure that retention of literacy throughout his life. This study also revealed that in the majority of instances reading and writing habits studied by the researcher were neither developed nor maintained and that the educational efforts were wasted even though there was no actual lapse into illiteracy.

B.Q. Singh (1957) probed the problem of communication of ideas through adult education. The researcher reported that adult education literature is one of the media of communication. Adult literature include books on history, social problems, agriculture and rural welfare, five year plans, health and hygiene, geography, science, general knowledge, biographies of famous poet and writers, folk literature etc. In these books values like unity, religious tolerance, Socio-cultural synthesis, basic unity of all religious, civic responsibilities, duties of citizens, need for education etc. had been emphasised. He also found that an attempt had been made to develop an attitude against superstition and conservation through this literature.

The study of M.Z. Khan (1958) examined the problem of social education in India with a view to suggesting ways to wipe out illiteracy among adults. He revealed that to maintained the interest of neo-literates, efforts should be made to distribute literature in simple language on the topics of adult interest and at the same time efforts
should be made to get-up researche units at the State level which may 
undertake research in basic vocabulary of neo-literates and public 
opinion should be created in favour of social education.

M. Chaube (1963) made a survey of youth welfare 
programmes functioning in U.P. and concluded that informal education 
should be emphasised for the benefit of the illiterate dropouts through 
evening classes, continuation classes and other school classes offering 
not only literacy programme but also vocational subjects, handicrafts 
etc. He also observed that provision for earning while learning should 
be made and compulsory national service scheme should be introduced to 
create social sensitivity in the youth with the co-ordinated efforts of 
all the agencies both at the official and non-official levels.

In another study on educational benefits of youth sing and 
Prasad (1965) found that the participants of those clubs gained 
educationally in awareness, interest, acceptance and knowledge and the 
gain increased with the increase in age. The educational attainment was 
higher in case of participants who come from farming families 
depending partly on business than those belonging to families engaged in 
service and business.

R.S. Trivedi (1966) made an attempt to analyse critically 
the social education programme contained literacy, social, cultural, 
scientific, aesthetic and agricultural activities for youth and women. 
The instructional material used by the organisations were usually 
produced and provided by the state social Education committee. The 
impact of the programme was seen in the changed adult behaviour.
Women did not seem to take advantage of formal literacy classes.

- T.R. Nagappa (1966) made an exploration into the reading needs and interest of the adult new-literates. His study revealed that 'Story method' of presentation of new ideas had a high appeal to neo-literates. Topics which neo-literates wanted to read include those about they had some previous knowledge and were concerned with their occupations. His study also revealed that the reading interest of those new-literates could be sustained more systematically by opening community literacy centres in various localities and supplying necessary materials.

- Abdur Rashid (1966) worked on the problem of motivation for adult literacy. He attempted to measure an individually motivation for literacy. The dependent variable comprised (I) Attainment and (II) Aspiration, while the independent variable were (I) perception of the significance of literacy (II) value orientation (III) change proneness and (IV) Socio-economic status. The study revealed that there is growing consciousness of being educated in the rural areas of Delhi. A close association between the socio-economic status and literacy was also discernible. Those with higher socio-economic status were relatively more motivated for education than those with lower socio-economic status. The results suggest that literacy programmes, however well modelled, will have limited success if they failed to take into account the limitations imposed by socio-economic conditions of life in particular.

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 among women it was only eleven. He also reported that there was great enthusiasm among adults for literacy class.

T.R. Singh (1967) studied on adult literacy in an Indian village. The study sought to identify the socio-economic structure of a village and the different set of motives of literates for taking training.

M. Mallikarjunaswamy (1969) made a survey of the reading needs and interests of adults neo-literates in Mysore state. According to him the religious and folk literature has high appeal for the neo-literates. They like stories and fiction. They also like materials related to their working life. Informational matter, if presented through the medium of stories, is likely to be received better than through the formal manuals or essays.

In another study Mallikarjunaswamy (1969) worked an adult vocabulary and reported that the words which frequently occurred were useful to control the vocabulary, whereas the words which did not occur so frequently, but occurred commonly and were familiar to the adult would be helpful to control the vocabulary of neo-literates.

L.R.N. Srivastava's work (1969) revealed that due to technological backwardness education development had been difficult to achieve among the tribal community studied. He also reported that the incidence of dropouts was very high and attendance in adult classes were extremely low. He reported that teachers need more facilities to work efficiently and effectively. He further pointed out that high
percentage of illiteracy makes it difficult to introduce and implement developmental programmes.

Ansari (1969) in his analytical study of training programme for social education workers found that about 60 percent of the whole programmes was allotted to theoretical work and the remaining 40 percent was devoted to practical work.

T.R. Singh seeks (1970) to find out the factors that motivates adults to seek and use of literacy skills. The motivating factors seemed to be the desire to write their names, to read signboards and labels to recite religious texts or songs and to use literacy skills in their work. They study indicates that learners working outside the village used literacy skills for diverse purposes as compared to those working in the villages.

J.P. Johnston (1970) studied for the established of a state wide Adult Education programme for Tamilnadu. He suggested a plan of action also. According to him first of all the problems of wastage and stagnation at the school stage should effectively be tackled to remove the growth of the problem of adult illiteracy.

M.G.Mali (1974) studied the factors affecting retention of literacy among the adult new-literates. The study revealed that (i). The reading materials had a very high co-relation with literacy retention, (ii) Environment factors had no influence on retention and (iii) Classroom factors needed to be stressed for retention.
J.S. Bhandari (1974) studied the factors which affected retention and drop-out in the adult literacy classes in Udaipur District in Rajasthan state. He found no significant difference between the persistents and dropouts with regard to their age, sex, caste, marital status, occupation, affiliation with economic, social, political groups, schooling during childhood, size of land holdings, and occupation of improved agricultural practices. Significant difference with respect to the content of learning exists between participants of the literacy and functional literacy classes. The reasons given by the dropouts were day-work, animal husbandry work, lack of interest, school distance, domestic work, and ridicule by friends and relatives. The factors in persistence were need to write letters and to sign to read books an religion, to maintain farm records and accounts, to learn language and to utilize the free time profitably.

An attempt was made to evaluate the programme of Adult Education in the Wardha district by S. Agnihotri (1974). He found that there was no improvement in the standard of living of the village people as their efficiency had not increased. The rural population has started understanding the scientific method of cultivation. But still they did not like the girls taking up a job. They thought it below the dignity of the family. A good percentage of the village people understood the necessity of cleanliness. People were conservative and spent their leisure time in religious affairs, only a small percentage of people were engaged in social work. But most of them did not like politics in Gaon Panchayat.

Dixit (1975) conducted a study on educational need patterns
of adults with the following objectives (i) to find out educational need patterns of the adults in the urban, rural and tribal communities of Rajasthan (ii). To study the attitude to adults towards their needs for contributing education and the relationship between different age group (iii). To study the factors limiting their participation in the educational activities and (iv). To study the different kinds of programme which were useful for the education of adults.

The major findings of the study were as follows :-

(I) **Urban population** : The majority of women respondents were those who had high school and intermediate education. The largest percentage of the respondents was in teaching profession and the majority of them were on permanent job. Respondents came under the income range of Rs. 500 to Rs. 1000 per month. More than half of the respondents expressed that vocational training was very helpful to them for their job.

(II) **Rural population** : The majority of the adults happened to be in the age group of 21 to 35 years and were married and illiterate. Agriculture was the main occupation and the income range was Rs. 201 to Rs. 300 per month. A majority of them had a favourable attitude towards vocational training. One fourth of the respondent indicated that they had literacy classes in the villages which they could attend only at night.

(III) **Tribal community** : The majority of the adults were in the age group of 21 to 35 years and were married. Bhils participated
very little in education. A majority indicated that agriculture was the main occupation and the respondents earned Rs.100 per month. A majority of the respondents had been deprived of the opportunity for education although it was found that the tribal village included in the study had the facility of literacy classes.

Gayatonde (1977) conducted a study on the problem of social education in India with the following objectives (i) to find the causes of seventy percent illiteracy prevalent in India (ii) to appraise the attitude of the intellectual elite regarding social education and (iii) the study of difficulties faced by the social education workers.

The major findings were as follows (i) the changing concept of social education was well understood by all, though certain categories like principals, Professors and Journalists felt that social education should "encompass all aspects", (ii) The University teachers did not have a clear understanding of adult education. (iii) Though social education officers felt that social change could be affected by social education, intellectuals did not think that education was an affective agent of social change (iv) It was felt that the content of social education should be based on criteria like development of the potential of the adult, creation and development of interest, assistance to the individual in problem solving and so on.

Khajapeer (1978) conducted a study in the field of functional literacy. the major findings of the study were-(i) Social-psychological factors, newspapers reading, Radio listening pertaining to agriculture
programmes, Social participation, urban occupational pull, contact with agricultural extension officers, achievement, aspirations in reading writing, arithmatic and knowledge about improved methods of cultivation, attitude towards adult literacy and improved methods of cultivation, all pertaining of FFLPPs were positively and significantly related to their performance in literacy (ii) age, sex, caste, primary education etc. were not significantly related to their performance and (iii) conservatism, fatalism and authoratarianism of the FFLPPS were negatively and significantly associated with their performance in literacy.

Braham Prakash (1978) conducted a study with the purpose of finding out the impact of functional literacy component of Farmers training and functional literacy programme on the farmers with regard to their knowledge, attitude and adoption behaviour towards high yielding varities programmes besides their attainment of literacy skills.

N.H. Trivedi seeks to find out reasons for dropout in the adult education centre on the basis of the records for 1970-80. The study points out that the dropout rate was higher among male than female. the dropout rate was maximum during the first two months of the course and it increased with increasing age. An ineresting finding of the study indicates that a large family was helpful to an adult in continuing in the class. The reasons cited for dropout include fatigue from hard working, migration, lack of interest, inconvenient time and advanced age.

Natarajan (1981) refers to learners expections from the adult
education centres. The programme managers view these in terms of literacy, functionality and social awareness, whereas the learners below the poverty line see it in terms of enhancement in their income.

Muthayya and Hemlatha (1982) analysed adult education efforts in the rural development programme at the Block level. The study aim at examining the existing relationship between the two programmes in terms of functionaries and motivation of learners and functionaries and suggesting ways of improving operational efforts. twenty AE officers ten local leaders and sixty learners consisted the sample of the study. The study points out of awareness concerning development schemes, inadequate training, lack of training materials, based on learners needs lack of planned community participation in programme implementation absence of learner's understanding about the expected gain from the programme and the view of the adult education programme as a night school.

An evaluation report prepared by the council for social Development (1982) on functional literacy programme of the Integrated child Development service scheme relies on the description survey method, a questionnaire and interview. The study reports a dismal state of affairs in so far as the primer used was meant for school children very few visual aids were used and the quantity of learning materials was inadequate. The outcomes in terms of awareness concerning modern methods of health and hygience were far below expectations.

Ram Shanker (1982) undertook a status survey of reading interests of rural readers as seen in the literacy house bicycle library
membership. The study adopted a structured interview schedule. The study indicates that readers preferred religious books and technical reading. The scale of reading interest indicates a performance for religious, functional and recreational oriented reading materials.

Raghu (1983) has studied the instructional strategies and techniques used in the RFLP. The study relies on a sample of 60 centres 300 learners and 480 instructors in the RFLP centres. A questionnaire was used to compile centre based data. Additionally the researcher has made use of a observation schedule. The study indicates that discussion as an instructional technique seems to work well, even in the participation by the learners is initially low.

Shanker (1983) compared two primers for adult literacy classes, these primers were prepared on two different theoretical principles, the "phonetic" principle and "syllabic" principle. The comparative dimension of the study was seen in terms of difference in level of attainment of the learners. The study finds no significant differences between the mean achievement of the two groups. Several other variable must have influenced the situation, the study does not seem to have developed adequate sensitivity towards such other factors.

Umayaparvathi (1983) examines the psychological and social factors contributing to higher levels of literacy attainment among women. A sample of 200 women learners in the age group 15-35 with equal numbers from rural and urban areas were administered language and numeracy test for measuring literacy attainment scores. Murray's Thematic Appreciation test was used to measure achievement motivation.
Bhatia's Battery of performance test of Intelligience was used to obtain scores on intelligence. Intelligence, not achievement motivation seems to have a significant relationship with literacy attainment. Similarly a significant difference was observed in literacy attainment between urban and rural women and between backward and scheduled caste women learners.

The Xavier Institute (1983) reports that learners enrolling in the adult education centres were those below poverty line, were eager to sign their names, handle numeracy and enhance general knowledge. While the instructions were handling both motivational and instructional tasks, it was not always possible for them to handle learning situation in development themes.

Pandu (1984) analysed the characteristics of adult illiterate and their perception of learning environment. The study draws on a sample of 3000 adult illiterate in equal number from the two sexes. The study makes use of a battery of tests along with an interview. The study finds that illiterates generally belong to homes where poverty, large families and agriculture as occupation are the main features. Illiteracy among women is further accentuated by sex, stereotyping. Learners belonging to the SC/ST sub groups preferred a favourable climate affectionate teachers and relevant curriculum. The study spells out some interesting sex based psychological stereotypes. Women are termed as 'neurotic' happy-go-lucky, shrewed, imaginative and more tradition bound. Men are found to be more practical, outgoing, adventures, easily satisfied with their own lives and surroundings.
Seth (1984) assess achievement motivation, attitude towards literacy and level of aspiration of adult learners. In the process the investigation outlines the socio-psychological characteristics of adult learners and the impact of the adult education programme. The researcher used a questionnaire and achievement test for the women learners the study finds a significant relationship between the main occupation of the family and learners attitude to literacy. The learners continue to participate in the literacy class so long as they sense of achievement.

A study conducted in Madras Institute of Development studies on Adult Education Programme in Tamil nadu (1984) highlighted the need for emergency diversified approaches to instruction, it suggested that self learning materials must be designed for enhancement of literacy skills, functionality and awareness. Honararium to instructors must be enhanced. Part time competent instructors must be invited to serve A.E.C.s suitable strategies should be adopted through the use of mass media and peer group pressure to sustain the motivation of learners.

S.P. Pati (1985) examines the reading interest in the socio-cultural context of the state of Orissa. The researcher draws on a sample from rural, tribal, industrial and urban slum categories. The sample was equally divided in terms of sex. The researcher used two questionnaires and one interview schedule. He found that male readers preferred stories, mythology and newspapers, whereas women preferred mythology and story books. An interesting finding of the study supports the use of local dialect in books. The study also finds that readers prefer medium size type in printing.
Kundu (1985) examines various methods of adult learning by taking up five equated groups matched on age, socio-economic status, sex and degree of achievement. The five groups were exposed to five different methods of teaching, letters associated with pictures and alphabets. The alphabetic method, the card teaching system followed by the University of Bombay, the researcher finds, the Bombay University method effective, however the variability is not so much due to the teaching method as it is to a case of group instruction vis-a-vis individualised instructions.

Another study based on an experiment being conducted by NIEPA (1986) dealing with development of an integrated programme in a cluster of villages. The experiment seeks to achieve the objectives of universalization of elementary education and eradication of illiteracy through community improvement. The community is sought to be involved in planning, implementation, monitoring and evaluation of the efforts. The experiment points to possible gains arising out of community involvement, developing programme, sensitivities to local cultural factors, the teacher assuming the form of a change agent in seeking the involvement of the community etc. It needs to be pointed out at this stage that gains in this study are more in the area of enrolment of girls contributing to improvement in UEE.

Satyanaranrao (1980) studied the impact of adult education on individual modernity in rural and tribal development blocks. The study drew a sample of 100 participants and 100 non participants adult. 'modernity' is seen in constituents such as innovativeness, independence
future orientation, open mindedness and aspiration. The social orientation awareness index included awareness of social economic and political issues in the community context. The study concludes that there is a meaningful link between adult education and modernity particularly among the tribal groups. There is however no evidence to suggest that adult education acts as a counterface to earlier beliefs.

SOUNDIAN SELVARG (1987) examines the application of behaviour modification techniques with learners in the post literacy centres. The researcher makes use of six techniques: Shaping knowledge of results, knowledge of objectives, premak principle, token rewards and group and individual learning. The study finds that the techniques in terms of their efficacy could be arranged in the following order: Knowledge of results, premak principle, and knowledge objectives. The study points out that token rewards had no substantial effects on achievement.

MAHAPATRA (1987) seeks to find the views of adult women concerning early marriage and family size and the impact made by adult literacy of these aspects. The study draws on a sample of 100 women literates and illiterates. A questionnaire for the literate and an interview schedule for the illiterate women served as instruments. As would probably be obvious the illiterates preferred small family and delayed marriage whereas illiterate women seemed to prefer more children, largely owing to the fear of high infant mortality.

CHAHAL AND KAUR (1991) found that knowledge about agriculture was an important source of motivation for participating in the adult education programme and this was more so in the case of
males than females, this means that the masses are keen to become aware and especially to gain knowledge about the economic aspect of the programme. To sustain their interest and motivations and planners should built this component as part of the development strategy.

Thakre (1991) made a study on the Adult Education programme launched by Nagpur University and its impact on the target group. The study revealed that the whole programme of adult education launched by Nagpur University has not reached to the extent, it was planned and aimed for. Therefore the investment in adult education programme has not yielded a good rate of returns as such the investment cannot be considered as a good one.

Studies done in Assam:

Very few studies have been done in Assam so far in this field, although some studies in this field are going on.

In 1974 B.K. Talukdar surveyed the status of adult education in Assam. According to him Assam was no better then India as a whole so far as adult education was concerned. There were some problems in the way of progress of adult education in Assam, it was found that in Assam audio-visual aids were not used much in the field of adult education. The organisational problem of adult education was also present. Adult education in Assam had received least attention during the first three plan periods. there was very few adult education agencies in Assam. The factors like instructional problem, dearth of teachers and accomodation, want of suitable time table and context of
education etc. were found to be standing in the way of progress of adult education. Communication difficulty was found to be another handicap. Consequently many adult education centres remained closed during monsoon season and sometimes they were closed forever due to heavy flood.

Another study was conducted by Kathita Hatibaruah on 'Educational programme for community living with special reference to community development blocks of Kamrup district'. In her study she also studied the role of adult education in community living. The survey findings have revealed some interesting results. There has been a visible impact on the lifestyle of the rural population in the C.D. blocks of Kamrup district due to implementation of various educational programmes and other related programmes by the state Govt. over the past three decades.

M.Das (1989) conducted a study on the topic "A study on the Socio-economic problems in the implementation of Adult Education Programme in Assam". According to his findings, there are social and economic problems in adult education but no steps have been taken to solve the problems. He also reported that there is lack of motivation on the part of adult learners and the adult illiterates are far way from the socio-economic mainstream of the state.

From the overview of the review of related literature, it is clear that no indepth studies have been done so far on illiteracy problem of this state. The proposed study is expected to fill the gap in this regard.