CHAPTER – III

REVIEW OF RELATED LITERATURE
There is a wide array of studies pertaining to literacy conducted within and outside the country. In this chapter some studies which have relevance to the present work have been discussed.

Trivedi (1966) in his study made an attempt to analyse critically the social education and reported that each social programme contained literacy, social, cultural, scientific, aesthetic and agricultural activities for youth and women. The instructional material used by the organizations 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.

The impact of social education on the life of the people was studied by Chaturvedi (1969) in the districts of Gorakhpur, Jhansi, Lucknow and Mathura. The investigator concludes that the social education programme under the community-development scheme had definite impact on the life of the people in the rural areas under study in spite of many limitations of the programme. Wherever irrigation facilities could be developed the changes was noticeable. However, there was
not enough enthusiasm in either the people or the workers in the field about the social education programme and attainment of its goals.

T.R. Singh (1970) undertook an in-depth study to find out what motivated adults to learn literacy skills and how they used these skills in two villages, one in the outskirts of Lucknow and the other in the interior where urban facilities were not easily available. Eight adults from one village and six from another were selected for the study. The case study method was employed. The result of the study reveals that the adults were motivated to be literates for varying reasons like to write their name, to read sign boards, to recite religious books or copy songs and sing it; to derive benefits from literacy skills in their work; they had put literacy skills to work in their occupations or in areas of their interest; agricultural labours used their literacy skills to put their signature on documents or write their names; persons working outside the village as masons, carpenters, attendants etc. used the skills in their daily work, reading news-papers, writing letters; young persons used them for reciting songs from books.

Kudesia (1973) studied the impact of social education on social, political, economic, cultural and hygienic conditions of the people of
Madhaya Pradesh and also on promoting their self-confidence, self-sufficiency, cooperation and tolerance. He found that the level of achievement in the health and recreational aspects of development was the highest as compared to other areas in which there was not much change. People remained conservative in respect of caste system, untouchability and social injustices. Political awareness remained at a very low level.

A Pilot Evaluation Study of Functional Literacy Project in Lucknow District by Directorate of Adult Education, New Delhi (1973) was designed to provide feedback for extending the programme and to analyse its pedagogic and socio-economic impact. In the study the experimental method was employed and data were collected through literacy attainment tests and an interview schedule. The study found that only nine percent were unable to read and 80 percent could write at an average speed of 2.87 words per minute. About 28 percent could fill in a farm plan very well. About 23 percent were unable to solve any arithmetical exercise. About 12 percent could solve all exercises set correctly. Increase in agricultural knowledge about wheat was significantly higher in the experimental group than the control group.
The same was true in respect of awareness; interest, trial and adoption of high yield variety seeds and other modern techniques and practices.

An attempt was made to evaluate the programme of adult education in the Wardha district by Agnihotri (1974). He found no improvement in the standard of living of the people as a result of development activities. People were mostly conservative and fate oriented. However, the rural people had started realizing the importance of modern farming methods. A good percentage of them understood the necessity of cleanliness.

A study by Becker et al (1976) was based on a follow up of participants after one or two years of completing adult basic education programme. The study found that 84 percent of the former learners reported no change in their voter registration status; also 84 percent of the participants reported no change in community participation. Only 5 percent of them said that they became registered to vote only because of participation in the adult and basic education programmes and 49 percent reported engagement in community participation.
Natrajan, R. (1981), in the evaluation study of Adult Education Programme at the Giriyak Block in Nalanda district, evaluated the three essential components, namely, literacy, functionality and awareness of the programme. Some of the findings are-

(i) Sixty percent of learners were able to read with fair degree of proficiency whereas 22.8 percent of learners had a good ability to write and 15 percent had a good ability to do simple calculations.

(ii) Only 22.8 percent of the learners felt that the AEP had greatly benefited them in their everyday life, while 5.09 percent felt somewhat benefited and 26.3 percent did not feel benefited at all.

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

(iv) A majority of learners were aware of facilities for agriculture, health and family welfare, cooperative society and post office.

(v) A high percentage of learners (74.8 percent to 94.7 percent) were aware of the fertilizers scheme, the veterinary center,
block development office, post office and primary health center and they had availed these facilities.

(vi) The majority of learners (68.5 percent) felt that women should be paid the same wages as men for the same work.

(vii) The majority of learners (85.5 percent) were aware that dowry was illegal and 93.6 percent of them had become aware of it through the adult education functionaries.

(viii) About 72.5 percent, 74.9 percent of learners knew the minimum age to vote in assembly and parliamentary election respectively.

(ix) Ninety-three percent of learners were aware of the problems in their village, 66 percent of them ascribed the problems mainly to the people of the village and 70.0 percent of them suggested hard work for solving the problems.

Xavier Labour Relation Institute (1981) in a project of evaluation of Adult Education Programme at Balumath Block in Bihar observed that the learners were able to read and write successfully, but their performance in calculation needed improvement. Only 14.2 percent of the learners felt that the programme had greatly benefited them in their everyday life while 84.2 percent felt somewhat
benefited. Only 5 percent strongly felt that programme had prepared them better for their present occupation and 91.7 percent felt somewhat better prepared. Only 2.5 percent of the learners found that the programmed had helped them in increasing their earnings. Majority of the learners (91.7 %) knew that dowry was illegal. The majority (94.2 %) of the learners expressed a desire to keep their savings in a bank although their level of awareness of rural banks were quite low. 98.3 percent of the learners were aware of the minimum daily wages fixed by the Government for an agricultural labourer of their areas, only 64.3 percent were able to quote the correct amount. Ninety percent and 91.8 percent of the learners who were eligible for voting cast their votes in the last Assembly and Parliamentary elections respectively. A high percentage of learners were aware of the primary health center, block development office and post office and had availed of these facilities the percentage was however moderate with respect to the schemes for supply of seeds and fertilizers, veterinary center and family welfare center, and low for the scheme for supply of insecticides, irrigation, co operative society and rural bank.
An Evaluation of the National Adult Education Programme in seven districts of Gujarat 1978-1980 by CASE (1982), reveals that almost all the learners had perceived the impact of the programme of their numeracy and literacy skills. Two other aspects, viz., family welfare and personal habits, also, influenced them. However, the impact with regard to the objectives of social awareness and functionality was just marginal.

Aikara, J and Henriques, J., (1982) undertook a study on functioning of Adult Education Programme in Maharashtra. The sample of the study included 315 AECs of Maharashtra State. Other samples were 296 instructors, 1131 learners, 177 dropouts and 247 potential learners. Interview schedules and observation schedules were used for data collection. Regarding the functionality and social awareness of the learners the study found that in comparison with the potential learners, the AEC learners had a higher level of functionality and social awareness. There was a significant correlation between literacy, functionality and social awareness. A majority of the learners expressed positive reactions in terms of application of social awareness in life situations.
In the study of Adult Education in Rajasthan, Harihar, R. and Rao, T. V. (1982), observed that Performance of learners in numeracy and literacy tests was satisfactory. A majority of learners had developed social and political awareness to a satisfactory level. Learners’ knowledge of agriculture, awareness of government rural development agencies and their functions, children’s education and reaction towards social injustice were seen to be at a satisfactory level.

Lal, M. and Mishra, R. (1983), in their evaluation of the Adult Education Programme in Bihar observed that learners performance was good in reading and writing and average in numeracy. With regard to up-gradation of functional skills and social awareness, most of the learners were aware of institutional facilities and services available at block, panchayat and village levels. Though, most of the learners claimed to know about various enactments and social issues like legal age of marriage, anti-dowry act, minimum wages act etc. Learners possessed a moderate attitude towards savings. Most of them would like to keep their savings in post office or bank accounts. Only one fifth knew the voting age correctly. Fifty percent participated in elections, from panchayat to parliamentary. They
seemed to prefer panchayats to the police or courts for resolving their disputes. Learners were against discrimination or social injustice, and would complain to the higher authorities for justice. They had little faith in personal or organized protest. This programme had initiated some changes in certain aspects of learners' life and thought processes.

Xavier Labour Relations Institute, (1983) Education of Adult education in Dhanbad undertook a project in six centers to evaluate the three essential components, namely, literacy, functionality and awareness of the National Adult Education Programme in Dhanbad district. A random sample of 5 learners from each center were selected. Trained interviewers with the help of structured Questionnaires conducted interviews. The study showed that the literacy level of female learners was higher than the male. The level of literacy of younger learners below the age of 20 years was higher than the other. Learners belong to SC had obtained better literacy rating than other. The performance of the learners in general was the best in the area of Reading (53% received good rating). Majority of learner did not find the Adult Education programme functionally useful. Learners were neither aware of most of the facilities available for rural development
nor did they make much use of these facilities. The Adult Education Centers could create awareness of the family welfare programmes among the learners. Learner’s awareness regarding political situation and political institutions was very poor. The instructor had created awareness of civil rights among the learner.

In the study, Ganguli P. K., Pathak K. N., and Mirza S. (1984) wanted to ascertain the literacy level of the participants in the ten-month adult education programme run through the adult education centers (AECs), in 31 old NAEP projects in Bihar by using interview schedule. The sample included 4650 ex-learners of the AECs derived from 31 old NAEP projects by adopting the purposive sampling method (150 ex-learners were selected from each project). They concluded that the literacy level of the respondents was more or less satisfactory in almost all the 31 projects. Respondents were far better in reading than in writing. Writing sentences was found somewhat more difficult than writing words and alphabets. Out of the 31 projects, the achievement on numeracy skills was satisfactory in only nine projects.
An evaluation study was conducted by State, Planning Machinery (1985) on NAEP in Orissa, which found that among the learners who completed the programme, 60 percent were able only to read and 54 percent were able to read and write well. The Adult Education Programme could motivate the learners for education of their children and spouses. The programme did not have a significant impact on learners in respect of increasing their awareness about various rural development programmes, improved agricultural practices, nutrition and food habits, health and hygiene.

Mahapatra, P. L. (1987), conducted a study on a sample of 100 women in both the groups of adult literate and illiterate women. The literate sample consisted of qualified persons like teachers, doctors, and officers and highly qualified non-working women of Bhubaneswar city. The illiterates were daily wagers, industrial workers, agricultural workers and suburban housewives of Bhubaneswar. The questionnaires on early marriage and family size were developed and standardized by the investigator. The data were collected through administration of questionnaires to the literate respondents and through the interview of illiterate women. The study found that although they had differences in their attitude towards a
small family and early marriage, literates were in favour of a small family and delayed marriage. In case of illiterate women, 25 percent of the respondents were not in favour of delayed marriage. Almost 30 percent of illiterate housewives were for delayed marriage. The illiterate women were in favour of having five to six children because of infant mortality. The educational qualifications of women had a significant effect on their attitude towards family size and marriage age.

Joseph K. P. (1987) in his study of human development in Kerala found that though economically backward, Kerala had achieved high quality of life due to high literacy rate. Kerala had achieved standards of health specified for achievement by India in 2000 A. D. by WHO. Low infant mortality, low birth rate, low rate of population growth, small family norms had raised the quality of life of its population to levels considered impossible by poor countries. The author concluded that there was a strong linkage between literacy and human development. Literacy is single golden key to human development.

Benseman, J. (1989) in his study initiated by Auckland Adult Literacy Scheme found increased confidence in the learners.
Two studies of literacy impact in developing countries were conducted by Carron et al (1989) in Kenya and Kagitcibasi et al (2005) in Turkey. The Kenyan study used a sample of 371 literacy graduates and 66 illiterates as a comparison group in five different rural locations in the country. Literacy did better in a wide variety of behavioural and attitudinal indicators that included participation in elections and local associations. The Turkish study used an urban sample of 95 women in an assessment carried out immediately after the programme participation and a subset of 50 women in a follow-up after one year of programme participation which found that literacy programme participants did better than non-participants in the social participation scale; their self-efficacy increased considerably while gains in social participation increased only slightly.

Mpogolo, Z. J. (1990), in his study, reported that the United Republic of Tanzania was perhaps the first African country to give urgent attention to adult literacy. The literacy campaign that started in 1971 reduced the 1969 illiteracy rate of 69 percent to 9.6 percent in 1986. In addition to the purely educational results, the demand for newspapers and books has increased; literacy participants have adopted health, nutrition and balanced diet practices; their
employment opportunities have increased; and the nation's political culture has been built.

Sharma, B. (1990) in a study attempts to examine the role of Adult Education in socio-economic development of the weaker section in the rural areas of Allahabad district of Uttar Pradesh. The sample of the study comprised 342 learners who had participated in the adult education programme during 1987-88 and 171 adults who had not attended the programme, from six Blocks. Questionnaires and interviews were used for data collection. Data were analysed in percentage. He found that the Programme facilitated the beneficiaries to read, write and do small calculations while marketing and became aware of social evils. However, women were not generally interested towards learning literacy skill. The number of dropouts at the adult education center was large. The awareness aspect was negligible.

According to a study of Reddy, P. H. and Gopal, G. S. (1990), female literacy is the most important determinant of health status. The study reveals that female literacy is also very important factor in the case of expectation of life, crude death rate and infant mortality rate.
Devdas et al (1991) in a study evaluated the influence of mothers' education on certain parameters namely, nutritional status, morbidity among children, birth rate and Infant Mortality Rate in four southern states of India, namely Andhra Pradesh, Karnataka, Kerala, Tamil Nadu and the Union Territory of Pondicherry taking 3000 mothers, with three different levels of education, namely, illiterates, moderately educated and highly educated, as the sample. Through face-to-face interview with a interview schedule informations were collected from the selected mothers on intended subject.

The study found that the most evident nutritional deficiency conditions were: anaemia, under nutrition, dry skin, angular stomatitis conjunctival xerosis. The prevalence of these conditions was greater in the children of illiterate mothers than in the moderately literate and highly literate groups. Diarrhoea, Chicken pox, Measles, Mumps, Dysentery, Whooping cough are some common disease conditions, which affected the children. For every disease the incidence was higher for the children of illiterate mothers compared to those of the other two groups. As the level of education among the mothers increased, the birth rate decreased in the districts with low literacy level as well as high literacy level. But when these data were
statistically analysed for individual state, except Kerala other states did not show significant association between the literacy levels of mothers and the birth rate. Infant Mortality Rate in the groups with illiterate mothers were found to be 118.4 and 100.8 respectively in the districts with low literacy level and districts with high literacy level, while they were 81.9 and 61.9 respectively among the families with moderately literate mothers and 62.5 and 49.5 among the families with highly literate mothers.

In the study of Total Literacy Campaign in Bardwan, Birbhum and Bankura districts of West Bengal Sumanta Banerjee (1992) observed that the campaign could not achieve the target. However, some impact of the campaign on the learners could be seen such as increased interest of the neo-literate to send their children to schools, their awareness of the need for immunization of their children, using of learning to day-to-day activities, developing communal harmony, gaining self-confidence by the women. The study also revealed the limitation of the campaign in reducing inequalities and disadvantages of the underprivileged.
Padmini, N. (1992) made a study on mass literacy programme taking 150 randomly selected learners from selected areas of Pondicherry region. The investigator reported that 80% learners gained an appreciable literacy level. The grand weighted mean for literacy among the learners was 74.30. Only 1.67% of the learners put new learning information into practice like utilization of leisure time effectively, saving money in post office etc. The grand weighted mean for functionality among the learners was 23.56.

Weiss B D, Hart G, Mc Gee D L, D' Estelle S (1992) in their study, stated that illiterates are not able to understand the written information about their medical conditions. Lack of knowledge about good healthy behaviour might therefore be an important obstacle. Simultaneously, medical mistakes can made more easily. Medical recipes may be wrongly interpreted. They cannot understand the instruction as well as the physician’s expectations. These factors affect the health of the illiterate.
Nishi Sarma (1993) conducted a study on literacy activities taking a sample of 50 participant and non-participant adult illiterates. The study found that 52% of participants were ranked high, 38% were ranked at medium scores and only 10% were found to have low scores in their communication behaviour. In non-participants 54% were ranked in medium range, 40% in low range and only 6% in high range.

An evaluation study by Centre for Media Studies (1994) reported the impacts of literacy campaign as follows-

Usefulness of literacy: increased self-esteem of the participants, inculcated a sense of pride in them, make them able to use literacy skills in day-to-day life, handle simple financial transaction.

Attitudinal change: realized the value of education for their children by the learners, developed positive attitudes towards developmental programmes, small family norms, mother and child care and immunization.
Community impact: the campaign had injected confidence in the learners, created interest in education & development issues. But it did not bring significant change in the status of women. Pardah system is still widespread.

A. Mathew (1995) revealed successful implementation of Literacy Campaign in Petachu village of Durg district, Madhya Pradesh. High literacy achievements of all learners, a rare degree of social unity and good will, promotion of feeling of communal harmony, celebration of Kartik Purnima as a literacy festival, the whole village acting as one family through a picnic, the donation of land by an individual for educational purpose, digging of an additional well for drinking water by the villagers themselves, sense of hygiene and cleanliness are some of the impacts of the literacy campaign there. However, the author experienced that in the absence of an immediate Post Literacy Campaign people tended to forget what little they had learnt and when a PLC started it had to begin with the TLC primers all over again. Men wanted further learning for material improvement, women seemed very much inclined to read the Ramayana, which they thought as a social respectability and recognition.
Anita Dighe (1995) outlined the impacts of literacy on women as such—

(a) Acquisition of literacy skills helped them to become independent
(b) they were able to deal efficiently with everyday issues (c) some had experienced self-confidence and received more respect from husbands as being literates (d) some hoped that as being literate mother they would be able to teach their children.

Sandiford, P., Cassel, J., Montenegro, M. and Sanchez, G. (1995), in their study measured the impacts of women’s literacy on child health as a result of the 1980’s mass education campaign in Nicaragua which made thousands of adults literate. From the result of the study of 4434 women it was found that mortality and risk of malnutrition among the children of neo-literate women were significantly lower than among illiterate women. Moreover, the infant mortality rates were also found reduced for the adult education group. It was observed that the survival advantage conferred by education was significantly greater among those with poor access to health services. It was also found that the effort of adult education in reducing the risk of malnutrition operates independently of its effect on mortality, and
both are independent of wealth and their parents' decision to educate their daughters.

Centre for Media Studies, New Delhi (1996-97) evaluated Total Literacy Campaign and Post Literacy Campaign in Bilaspur district of Madhya Pradesh. The sample of the study consisted of two groups -- neo-literates formed the treatment group and non-literates served as control group. The study found out that TLC and PLC helped many groups of neo-literates in starting income generating activities with assistance from BGVS, district officials and panchayats and their economic conditions improved compared to the non-literates. The programme had succeeded in awakening women and disadvantageous group in respect of social issues, promoting a sense of belonging and a spirit of co-operation in the community, enhancing the quality of functioning of social infrastructure and village institution, reducing the distance between officials and the community. The enrolment of girls had gone up significantly in primary and middle stages. Some active female neo-literates formed 'Jago Bahina Group' which launched anti-liquor campaign and imposed fine against offenders. The campaign also took part in reducing the practice of beating of women.
Lind (1996) found that as a result of the literacy programme of Namibia changes were recognized in three areas of the adults learner’s lives. At an individual level, learners experienced increased awareness, self-confidence and self-reliance. At a family level, they offered increased support with their children’s education and education of their partners. At a community level, the growing active participation by learners in community was observed.

A study by Archer and Cottingham (1996) found that women in literacy circles in Bhola Island in Bangladesh improved their confidence and sense of self-efficacy for action within the household but not sufficiently to become involved in any civic organization.

Centre for Media Studies, (1998) made a study to assess the UNFPA assisted population education programme on neo-literates taking a sample of 850 from Rai-Bareli and Moradabad in Uttar Pradesh and 898 from Bhilwara and Bharatpur in Rajasthan. Two group (pre-test and post-test) field experimental design was adopted; the Treatment group consists of learners who was made literates in adult education programme and Control group consists of illiterates who did not participate or dropped out early. Data were collected through
structured interviews with the sample, through Focus Group Discussions with neo-literate and unstructured interviews with functionaries. The study found significant difference between neo-literate and non-literate regarding their attitude towards minimum age of marriage for boys and girls; knowledge about immunization (which was key theme in mass literacy campaign) of children was very high among neo-literate than non-literate; Neo-literates disagreed with the statement that daughter is a burden for parents; there was a significant difference between neo-literate and non-literate responses on the statement; women should not contradict her husband even if she disagrees with him; so far as food and health issue was concerned, both the groups were in favour of same treatment for boys and girls; most of the respondents of both the groups had sufficient knowledge regarding breast-feeding and agreed that it was good for infant; neo-literates were of the opinion that there should be three year gap between two children; a good number of neo-literates and illiterates were in favour of having 2/3 children, some also wanted to have 4 to 5 children; majority of the neo-literates agreed that family planning improves the health of the mother; both neo-literates and illiterates were in favour of sending their children to school; however, Female neo-literates were more aware than male
neo-literates in respect of their family life and its components namely family planning, health and social problems. Unmarried neo-literates were more aware than married neo-literates in respect of family planning.

In a study by Educational Consultants Consortium (1998) attempt was made to find out the impact of population education in Adult Literacy Programmes in Madhya Pradesh and Bihar taking 3200 respondents from 32 villages of 8 blocks in 4 districts. (both Neo-literates and Non-literates)

Major findings of the study are as follows: -

- 61.86% of the neo-literates and 34.5% of the non-literates felt that family should have 1 – 2 children;
- 81.62% of the neo-literates agreed that frequent deliveries affect the health of mother as compared to 78.33% of the non-literates;
- 53% of the neo-literates received the benefit of immunization where as 42% comprised of non-literates;
- 86% of neo-literates and 93% of non-literates had no knowledge of AIDS;
- Only 25.56% of the neo-literates considered family planning
as a sin as compared to 42.13% of non-literates; 79.58% of neo-literates were aware of the legal age of marriage where as 49.07% of the non-literates were unaware of this; 42% of non-literates and 49% of neo-literates took the help of trained Dai at the time of delivery of a child.

In the United States, several studies have been done on the relationship between health and literacy indicating an association between bad health and illiteracy. In a study by National Work Group on Literacy and Health (1998) showed that respondents with lowest scores on Reading ability compared with those reading better had a worse physical as well as mental health, regardless of age, income, educational level and ethnicity. Another study by Weiss B D, Hart G, Mc Gee DL, D'Estelle S (1992) confirmed the association of illiteracy not only with relatively bad health, but also with a relatively bad psychosocial situation expressed in quality of relationship with other people.
Yasmeen Parveen (1998) made a study in Sagarpur, Nasirpur constituency of South-West Delhi with a random sample of 40 neo-literates and 8 volunteers to see the Literacy and Numeracy achievement according to NLM Norms. The tools used for the study were Reading, Writing and Numeracy Achievement Test, Interview Schedule for neo-literates and Volunteer Instructors. It was found that the level of neo-literates in Reading is good, but their level in Writing and Numeracy was not good.

An external evaluation of total literacy campaign of Kota (Rajasthan) was carried out by the State Resource Centre, Jamia Millia Islamia (1999) by taking a random sample of 8050 neo-literates. The study reported the achievements of the programme as – (i) significant number of women participated (ii) neo-literates improved their self-
confidance (iii) realized the worth of collective action (iv) became more aware of personal hygiene, child care (v) protested against child marriage, gender discrimination (vi) used literacy skills in their day to day activities.

In an effort to assess the long-term impacts of adult literacy programmes, Bingman, M. B., Elbert, O. and Smith, M. (1999), conducted the Longitudinal Study of Adult Literacy Participants in Tennessee from 1991-1995. The study focused on changes in the lives of 450 participants in the domains of work, family and community after they enrolled in literacy programmes. But the final report examines the responses of the 199 adults who took part in a follow-up interview approximately one year after their initial enrolment. Results reported are based on their responses to 116 questions dealing with employment, literacy practices, and involvement with children’s schooling, community awareness, self-esteem, and life satisfaction. The participants in the study reported positive change on at least one item in each of the categories examined by this study: employment, self-esteem, community, and children’s education.
K. S. Bhat et al. and M. Venkataramana et al. (Sept, 2000) made an attempt for external evaluation of Total Literacy Campaign in Kolar district, Karnataka (Consultancy study). The objectives of the study were to measure the achievement levels of literacy of TLC learners, to identify the areas and aspects of strengths and weaknesses of the programme and to suggest the intervention measures to be taken up by the ZSS to improve the situation in their future programmes. The study area was Karnataka State, Kolar District, 11 Taluks, 94 Gram Panchayats and 11 Municipal Areas. Multiple methods were adopted to gather required information. To evaluate the TLC achievements, simple form of test paper consisting of Reading, Writing and Arithmetic was prepared and administered. Since, the Kolar district is a multi-linguistic area, the test paper was canvassed in three different languages- Kannada, Urdu and Tamil. Besides, constructed interview schedules were canvassed to get the data from the ZSS officials and Village Panchayat. Focus Group Discussions were also conducted with those of the taluk level officials who were involved in TLC implementation, and also with teachers, anganwadi workers and learners.
The findings of the study were – (1) On the whole, 68.8 percent of the total sample achieved 70 percent and above marks in all the three test components (2) Gender-wise analysis reveals that females outnumbered males in obtaining minimum standards. By and large, performance levels of learners was poor in writing as compared to reading and arithmetic abilities. Since PLC was also completed in the district, it is evident that learners, especially women learners, were well aware of the well being activities.

K. S. Bhat and M Venkataramana et al. (May, 2000) made a study to evaluate Post Literacy Campaign in Yavatmal district, Maharashtra. The study covered 16 Blocks, 66 Villages, 4229 Neo-literates and 68 literacy functionaries. The major findings of the study states that- (1) The general awareness has increased among the learners. However, skill development for income and employment generating activities are given less priority. (2) Women are participating equally with men in the learning process and this has positive consequence on the girl children and their behaviour. (3) The study suggested for improving the writing ability; vocational training for skill and income improvement.
Egbo (2000) in a study compared non-literate women to literate women and found that non-literate women felt their illiteracy had a negative impact on their self-esteem and it prevented them from full participation in community meetings because others assumed they were not very knowledgeable. In contrast, literate women reported being confident enough to participate in community meetings, considered that they knew their rights better than the non-literate women and felt more confident to make autonomous decisions.

Nishat Farooq, Zubir Qureshi, Afaq Ahmed, Suharwardi (2000) in their studies observed the prominent changes experienced by neo-literates as a result of learning like eagerness to learn and study further, improvement in social interactions, improved awareness and practices in respect of health, dressing and cooking and deserving respectful treatment from husband, mother-in-law and sister-in-law.

Purcell - Gates and Waterman (2000) in an 18 month ethnographic study of rural women literacy participants in El Salvador found that the neo-literates claimed a voice in community meetings and that several of them were able to engage in sophisticated socio-political analysis.
As Rachal (2000) observed, a facilitators account of the role of literacy in the promotion of voting behaviours in Mississippi, states that the increased ability to read and write resulted in the voter registration over 16000 Afro-Americans and that 17000 others attempt to register unsuccessfully given the political climate of the U.S. in the mid-60s.

Bingman, M. (2000), who conducted case studies of 10 persons in adult literacy programmes in the U.S. found that literacy learners tended to participate mostly in local forms of organization and reported greater self-esteem than they had before, responding "feeling better about myself" and "felling like I'm somebody." In Bingman's view, the "new opportunities or abilities to give voice to their convictions" afforded by the literacy programmes were in part responsible for the participants reporting such changes as "I can talk better" and "I am not afraid to talk to others".

The Burchfield et al study of Nepali Women (2002) measured literacy through a skills test comprising 49 items and a quasi-experimental / control design that comprised 773 women participating in literacy programmes and 188 non-participants. The study found that by the
end of the second year of programme participation, more women in the literacy programmes than those not in literacy programmes demonstrated political knowledge and thought they could serve as political representatives, participated in community groups and were aware of women’s and girls’ experiences with trafficking and domestic violence. Although the study did not analyze whether the differences between experimental and comparison groups were statistically significant, the differences between literacy participants and those not exposed to the programmes present substantive and consistent differences in favour of the newly literate women.

Marrie H J Bekker and Mina Lhajoui (2004) in their study aimed at investigating the role of literacy and generation in the self-reported general health status of Moroccan Berber speaking women in the Netherlands. The sample for the study consisted of 75 Berber speaking women of which 50 were first generation women (25 literates and 25 illiterates) and another 25 women (literate) belonged to the second generation. The result of the study reveals that the first generation literates compared with the illiterates of the first generation reported significantly better health. Additionally, no difference was found in health condition between both the literate groups, even after
controlling for age, number of children and marital status. This
difference is due to differential degree of literacy among various
groups in the same society. It was found that illiteracy occurs more
frequently among immigrants than the native inhabitants. The study
states that health condition of both the literate groups is very similar
as well as the most favourable one. The highest frequency of
reporting no health problem at all and was found in the second
generation group literates and the most frequent report of more than
one health problems was found in first generation illiterates. Both
literate groups scored high on vitality, social functioning and mental
health where as the illiterate first generation group scored lower than
the other two groups.

E. Jyrwa (2006) made a study in four villages from Mawkynrew and
Khadarshnong Laitkroh Blocks of the East Khashi Hills District in
Meghalaya with a sample of 140 respondents to see the impact of
Adult Education among local community. Interview schedule for
participant and Observation schedule for non-participant respondents
were used as tools. The study found that out of the total sample a
majority of the respondents 70.61% were not aware about adult
education. It shows that the overall impact of social awareness
programme on adult education programme is negligible. The study also reveals that awareness on functionality of the respondents were very low. Among the local community, awareness about health care was not found to be good; only 13.88% of the respondents were aware about the local medical doctor. The overall impact of adult education on social awareness among the local community is not satisfactory.

The review of literature gives a clear indication that literacy plays an important role in several aspects of a person’s life. The predominant effects which have come out of the review are: (1) Self enhancement, (2) Health, (3) Earning & savings, (4) Community awareness, (5) Political awareness, (6) Women empowerment.