Chapter - I

INTRODUCTION
(1) Scheduled Tribes

(2) Policies and Programmes for the Scheduled Tribes

(3) Benefits of Adult Education

(4) An Overview of Adult Education Programmes after Independence

(5) The Present Study

(6) An Overview of Succeeding Chapters
1. SCHEDULED TRIBES

Recognising the special needs of Scheduled Tribes, the Constitution of India made certain special provisions to protect these communities from all possible forms of exploitation and thus ensure social justice. While Article 14 confers equal rights and opportunities to all, Article 15 prohibits discrimination against any citizen on the grounds of gender, religion, race, caste, etc., Article 15(4) enjoins upon the State to make special provisions for the advancement of any socially and educationally backward class; Article 16(4) empowers the State to make provisions for reservation in appointments or posts in favour of any backward class, which in the opinion of the State, is not adequately represented in the services under the State; Article 46 enjoins upon the State to promote with special care the educational and economic interests of the weaker sections of the people and, in particular, the Scheduled Tribes and promises to protect them from social injustice and all forms of exploitation.
The Fifth schedule to the Constitution lays down certain prescriptions about the Scheduled Areas as well as the Scheduled Tribes in states other than Assam, Meghalaya, Tripura and Mizoram by ensuring submission of annual reports by the Governors to the President of India regarding the administration of the scheduled areas and setting up of Tribal Advisory Councils to advise on matters pertaining to the welfare and advancement of the STs (Article 244(1)).

Likewise, the Sixth Schedule to the Constitution also refers to the administration of tribal areas in the states of Assam, Meghalaya, Tripura and Mizoram by designating certain tribal areas as Autonomous Districts and Autonomous Regions and by constituting District Councils (Article 242(2)). To ensure effective participation of the tribals in the process of planning and decision-making, the 73rd and 74th Amendments to the Constitution are being extended to the Scheduled Areas through the Panchayats (Extension to the Scheduled Areas) Act, 1996. The details of scheduled tribe population are as follows:

**TABLE 1 : Scheduled Tribe Population during 1991-2001 in India**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Madhya Pradesh</td>
<td>1,22,33,474</td>
<td>26.35</td>
<td>20.26</td>
<td>14.48</td>
<td>974</td>
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<td>Maharashtra</td>
<td>85,77,276</td>
<td>17.2</td>
<td>8.87</td>
<td>10.15</td>
<td>972</td>
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<td>3</td>
<td>Orissa</td>
<td>81,45,081</td>
<td>15.83</td>
<td>22.19</td>
<td>9.64</td>
<td>1,002</td>
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<td>Gujarat</td>
<td>74,81,160</td>
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<td>14.79</td>
<td>8.85</td>
<td>973</td>
</tr>
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<td>5</td>
<td>Jharkhand</td>
<td>70,87,068</td>
<td>17.26</td>
<td>26.34</td>
<td>8.39</td>
<td>987</td>
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<tr>
<td>6</td>
<td>Chattisghad</td>
<td>66,16,596</td>
<td>15.73</td>
<td>31.82</td>
<td>7.83</td>
<td>1,102</td>
</tr>
<tr>
<td>7</td>
<td>Rajasthan</td>
<td>70,97,706</td>
<td>29.64</td>
<td>12.57</td>
<td>8.40</td>
<td>944</td>
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<tr>
<td>8</td>
<td>Andhra Pradesh</td>
<td>50,24,104</td>
<td>19.64</td>
<td>6.63</td>
<td>5.94</td>
<td>971</td>
</tr>
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<td>9</td>
<td>West Bengal</td>
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<td>5.21</td>
<td>981</td>
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<td>10</td>
<td>Assam</td>
<td>33,08,570</td>
<td>15.10</td>
<td>12.42</td>
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<tr>
<td>11</td>
<td>Karnataka</td>
<td>34,63,986</td>
<td>80.82</td>
<td>6.55</td>
<td>4.10</td>
<td>972</td>
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<td>12</td>
<td>Meghalaya</td>
<td>19,92,862</td>
<td>31.29</td>
<td>86.42</td>
<td>2.36</td>
<td>999</td>
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<td>13</td>
<td>Nagaland</td>
<td>17,89,561</td>
<td>88.98</td>
<td>88.98</td>
<td>2.09</td>
<td>942</td>
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<td>14</td>
<td>Jammu Kashmir</td>
<td>11,05,979</td>
<td>26.36</td>
<td>10.98</td>
<td>1.31</td>
<td>910</td>
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<td>15</td>
<td>Tripura</td>
<td>9,93,426</td>
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<td>16</td>
<td>Mizoram</td>
<td>8,39,310</td>
<td>28.42</td>
<td>94.19</td>
<td>0.99</td>
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<td>17</td>
<td>Manipur</td>
<td>NA</td>
<td>47.20</td>
<td>38.96</td>
<td>1.10*</td>
<td>N.A.</td>
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<td>18</td>
<td>Tamil Nadu</td>
<td>6,51,321</td>
<td>13.43</td>
<td>1.05</td>
<td>0.77</td>
<td>956</td>
</tr>
<tr>
<td>19</td>
<td>Bihar</td>
<td>7,58,351</td>
<td>32.37</td>
<td>0.92</td>
<td>0.90</td>
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<td>Arunachal Pradesh</td>
<td>7,05,158</td>
<td>28.13</td>
<td>64.63</td>
<td>0.83</td>
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<td>Kerala</td>
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<td>1.14</td>
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<td>Himachal Pradesh</td>
<td>2,44,587</td>
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<td>4.02</td>
<td>0.29</td>
<td>995</td>
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<tr>
<td>23</td>
<td>Uttarakhand</td>
<td>2,56,129</td>
<td>20.89</td>
<td>3.02</td>
<td>0.30</td>
<td>950</td>
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<tr>
<td>24</td>
<td>Dadra, Nagar Haveli</td>
<td>1,37,225</td>
<td>24.87</td>
<td>62.25</td>
<td>0.16</td>
<td>1,028</td>
</tr>
<tr>
<td>25</td>
<td>Daman, Diu</td>
<td>13,997</td>
<td>---</td>
<td>8.86</td>
<td>0.02</td>
<td>946</td>
</tr>
<tr>
<td>26</td>
<td>Sikkim</td>
<td>1,11,405</td>
<td>22.56</td>
<td>20.61</td>
<td>0.13</td>
<td>980</td>
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<tr>
<td>27</td>
<td>Uttar Pradesh</td>
<td>1,07,963</td>
<td>41.99</td>
<td>0.07</td>
<td>0.13</td>
<td>933</td>
</tr>
<tr>
<td>28</td>
<td>Lakshadweep</td>
<td>57,321</td>
<td>18.28</td>
<td>94.60</td>
<td>0.07</td>
<td>1,003</td>
</tr>
<tr>
<td>29</td>
<td>Andaman Nicobar</td>
<td>29,469</td>
<td>10.08</td>
<td>8.27</td>
<td>0.03</td>
<td>971</td>
</tr>
<tr>
<td>30</td>
<td>Goa</td>
<td>566</td>
<td>50.53</td>
<td>0.04</td>
<td>0.00</td>
<td>892</td>
</tr>
<tr>
<td>31</td>
<td>Chandigarh</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>32</td>
<td>Delhi</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
</tbody>
</table>
TABLE 2: Literacy Rates of STs and Total Population (1971-2001) in India

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population*</td>
<td>29.45</td>
<td>36.23</td>
<td>52.21</td>
<td>65.38</td>
</tr>
<tr>
<td>Scheduled tribes</td>
<td>11.30</td>
<td>16.35</td>
<td>29.60</td>
<td></td>
</tr>
<tr>
<td>Gap between STs and the total population</td>
<td>18.15</td>
<td>19.88</td>
<td>22.61</td>
<td>Not yet available</td>
</tr>
</tbody>
</table>

Note: * Includes ST population

As Table 1 reveals, Madhya Pradesh has the highest ST population and Goa has the least ST population. Nagaland ranks first with respect to decadal growth of population (88.98 per cent). The statewide percentage of the scheduled tribe population is the highest in Madhya Pradesh (14.48 per cent). The sex ratio is above 1000 in the case of Orissa, Chhattisghad, Arunachal Pradesh, Kerala, Dadra and Nagar Haveli and Lakshadweep.

As shown in Table 2, the most discouraging sign was the increasing gap between the literacy rates of STs and of the general categories between 1971 and 1991. While the literacy rate for the general population including STs stood at 52.21 per cent, the same for STs was 29.60 per cent in 1991.
Contrary to the efforts of reducing the existing gaps / disparities between STs and the rest of the society, the data in Table 3 reveals that although the female literacy rate, which is an important indicator in the field of education, amongst STs increased substantially from 4.85 per cent in 1971 to 18.19 per cent in 1991, the gap between ST females and the general population had also been widening during the same period, though with a slight decrease between 1981 and 1991. As Table 3 reveals, the percentage of literacy for total population during 1991 was 39.29 per cent whereas with respect to scheduled tribes it stood at 18.19 per cent. The gap between the literacy rates of scheduled tribes was also high during 1971, 1981, 1991 which deserves the attention of the government.

**TABLE 3 : Female Literacy Rates of STs and Total Population (1971-2001)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population*</td>
<td>18.96</td>
<td>29.85</td>
<td>39.29</td>
<td>54.16</td>
</tr>
<tr>
<td>Scheduled tribes</td>
<td>4.85</td>
<td>8.04</td>
<td>18.19</td>
<td></td>
</tr>
<tr>
<td>Gap between STs and the total population</td>
<td>13.84</td>
<td>21.81</td>
<td>21.10</td>
<td></td>
</tr>
</tbody>
</table>

*Note* : *Includes ST population

2. **POLICIES AND PROGRAMMES FOR THE SCHEDULED TRIBES**

The Constitutional commitments, referred to above, prompted the policymakers and the planners to accord high priority to the welfare and development of STs right from the beginning of country's developmental planning, launched in 1951. Accordingly, the First Plan (1951-56) clearly laid down the principle
stating that 'the general development programmes should be so designed as to
cater adequately to the backward classes and that special provisions should be
made for securing additional and more intensified development for STs'.
Unfortunately, the same could not take place. The Second Plan (1956-61),
which laid emphasis on economic development, focussed on reducing
economic inequalities in the society. Further, development programmes for STs
have been planned based on respect and understanding of their culture and
traditions and with an appreciation of their social, psychological and economic
problems. In fact, the same was planned in tune with 'Panchsheel' – the
philosophy of tribal development as enunciated by the first Prime Minister of the
country. An important landmark during the Second Plan was the opening of 43
Special Multi-purpose Tribal Blocks, later termed as Tribal Development Blocks
(TDBs). Each TDB was planned for about 25,000 people as against 65,000 in a
normal block. The Third Plan (1969-74) proclaimed that the 'basic goal was to
realise a rapid increase in the standard of living of the people through measures
which also promote equality and social justice'. An important step in this
direction was setting up of six pilot projects in Andhra Pradesh, Bihar, Madhya
Pradesh and Orissa in 1971-72 with a separate Tribal Development Agency for
each project. The Fifth Plan (1974-78) marked a shift in approach as reflected
in the launching of the Tribal Sub-Plan (TSP) for the direct benefit of the
development of tribals.

The Sixth Plan (1980-85) sought to ensure a higher degree of devolution
of funds so that at least 50 per cent of tribal families could be provided
assistance to cross the poverty line. In the Seventh Plan (1985-90), there was
substantial increase in the flow of funds for the development of STs resulting in
the expansion of infrastructural facilities and enlargement of coverage. Emphasis was laid on the educational development of STs. For the economic development of STs, two national-level institutions were set up viz., (i) Tribal Co-operative Marketing Development Federation (TRIFED) in 1987 as an apex body for State Tribal Development Co-operative Corporations, and (ii) National Scheduled Castes and Scheduled Tribes Finance and Development Corporations (NSFDC) in 1989. The former was assigned the task of providing remunerative prices for the forest and agriculture produce of tribals, while the latter was intended to provide credit support for employment generation. In the Eighth Plan (1992-97), efforts were intensified to bridge the gap between the levels of development of STs and the other sections of the society. The plan not only emphasised elimination of exploitation, but also paid attention to the special problems of suppression of rights, land alienation, non-payment of minimum wages and restrictions on the right to collect minor forest produce etc. However, attention, on priority basis, continued to be paid to the socio-economic upliftment of STs.

The Ninth Plan (1997-2002) aimed to empower STs by creating an enabling environment conducive for the exercise of their rights freely and helps them enjoy their privileges and lead a life of self-confidence and dignity, on par with the rest of society. This process essentially encompassed three vital components, viz., (i) Social Empowerment; (ii) Economic Empowerment; and (iii) Social Justice. To this effect, while ST-related line Ministries / Departments implement general development policies and programmes, the nodal Ministry of Tribal Affairs implements ST innovative programmes.
Health and Family Welfare

The National Health Policy, 1983 (being revised), categorically emphasises the urgent need for improving the tribal health especially through detection and treatment of endemic and other diseases specific to tribals. In pursuance of the policy commitments, the Ministry of Health and Family Welfare continued to give focused attention to improve the health conditions of STs by implementing various health care programmes besides relaxing norms with a major objective to attend to the health needs of STs. A separate Tribal Development Planning Cell has been functioning under the Ministry since 1981 to co-ordinate the policy, planning, monitoring and evaluation of the health care schemes for the welfare and development of STs. Keeping in view the fact that most of the tribal habitations are concentrated in far-flung areas, forest land, hills and remote villages, the population coverage norms have been relaxed. For example, (i) for a sub-centre, the average norm for Hilly / Tribal areas has been fixed at 3,000 as against 5,000 for plains; (ii) for Primary Health Centre (PHC) 20,000 coverage norm is fixed for Hill/Tribal areas as against 30,000 for plains; and (iii) the norm of Community Health Centres (CHCs) is fixed at 80,000 for Hilly / Tribal areas as against 1,20,000 for plains. Similarly, multipurpose workers are appointed for 3,000 population in tribal areas as against the norm of 5,000 population for general. Under the Minimum Needs Programme, 20,769 sub-centres, 3,286 PHCs and 541 Community Health Centres (CHCs) had been set up by June 1999 in tribal areas.

Also, the State Governments have been advised to introduce schemes for compulsory annual medical examination of ST population in rural areas. Under these schemes, Mobile Health Checkup Teams are deputed to villages
according to a schedule drawn up annually. In the case of a need for further investigation or treatment, tribal patients are entitled to avail free facilities in Government / Referral hospitals.

Poverty Alleviation

As the majority of tribals live in abject poverty, the Ministry of Rural Development plays a vital role in raising their status above the poverty line through implementation of various poverty alleviation programmes and providing them with financial and other support for taking up self-employment and income-generation activities. In addition to the poverty alleviation programmes, this Ministry also provides basic amenities like housing, drinking, water, etc. Under the Integrated Programme of Swarnajayanthi Gram Swarozgar Yojana (SGSY), 50 per cent of benefits were earmarked for STs along with SCs. Under SGSY, 7.49 lakh ST swarozgaris, accounting for 13.2 per cent of the total number of swarozgaris, were benefited during the Ninth Plan.

Under the Jawahar Gram Samriddhi Yojana (JGSY), which provides wage employment, 22.5 per cent of Plan allocations were earmarked for STs/SCs. During the Ninth Plan (1997-2002), 220 million man-days were provided for STs accounting for 15.9 per cent of total employment under this scheme. Under the Employment Assurance Scheme (EAS), which is open to all rural poor including STs, 308 million man-days were provided for STs, accounting for 20.8 per cent of the total employment under this scheme during the Ninth Plan. The two schemes of JGSY and EAS were brought under the purview of the mega scheme of Sampoorna Gramin Rozgar Yojana (SGRY)
in September 2001. The SGRY focuses on generation of wage employment, creation of durable rural assets and infrastructure and provision of food security to the rural poor including STs.

Under the Indira Awas Yojana, about 60 per cent of the total allocation was earmarked for STs and SCs. During the Ninth Plan, a total of 7.68 lakh dwelling units were constructed for STs, which account for 20.3 per cent of the total houses constructed under the scheme. Similarly, under the Accelerated Rural Water Supply Programme, 10 per cent of the total funds was earmarked for STs. During the Ninth Plan a total population of around 11.9 million STs (9 per cent of total beneficiaries) were benefitted.

**Displacement of Tribals**

Displacement or forced/voluntary eviction of tribals from their land and their natural habitats and subsequent rehabilitation has been a serious problem that remains to be addressed by the Government. As per the information available 21.3 million people have been displaced between 1951 and 1990 in the states of Andhra Pradesh, Bihar, Gujarat, Maharashtra, Madhya Pradesh, Rajasthan and Orissa, of whom, 8.54 million (40 per cent) are tribals. Among these tribals only 2.12 million (24.8 per cent) could be resettled so far. Displacement takes place mainly on account of development projects, which include large irrigation dams, hydro-electric projects, opencast and underground coal mines, super-thermal power plants and mineral-based industrial units. In large mining projects, tribals lose their land not only to the project authorities, but even to non-tribal outsiders who converge into these areas and corner both land and the new economic opportunities in commerce and industry. The
incomplete rehabilitation of the displaced tribals has further compounded their woes as they are pushed into a vortex of increasing assetlessness, unemployment, debt, bondage and destitution.

**Indebtedness**

The problem of indebtedness amongst tribals is not only an indication of their poverty but also reflects the wider economic malaise, i.e., lack of education, low purchasing/bargaining power and lack of resources for engaging in gainful activity and meeting emergent expenditure. Therefore, the problem continues to persist with increasing menace as the indebtedness pushes the tribals further into extreme conditions of poverty and forces them to dispense with their meagre resources, including the small bits and pieces of land, to pay off the loans at exorbitant rates of interest. The initiation of commercial vending of liquor in tribal areas has started impoverishing the tribal population, making them victims of indebtedness and exploitation. Although the States and UTs have broadly accepted the Guidelines (relating to the Excise Policy in Tribal Areas, 1975, issued by the Ministry of Social Welfare), effective follow-up action is not taken for their implementation. Under the Fifth Schedule to the Constitution, the Governors of states with Scheduled Areas were given powers for making regulations and for placing restrictions on money-lending activities in the Scheduled Areas. Relevant Laws/Regulations exist in 16 states/UTs to regulate the business of money-lending and to give debt-relief. However, the legal measures to curb the activities of money-lenders and traders have failed to have much impact on the severity of the problem due to the ineffective enforcement machinery and lack of alternative sources of credit for meeting the tribals' consumption and productive needs. Lack of a sound policy to support
consumption credit to tribals has tended to make them dependent on money-lenders, resulting in debt-bondage. The problem of tribal indebtedness often gets aggravated and compounded with the government subsidy-cum-loan schemes which further lead the tribals into deep indebtedness.

**Shifting Cultivation**

Shifting Cultivation, which is not ecologically sound, is still being practised by the tribals living on the higher slopes of hilly areas of the country. As estimated, more than 6 lakh tribal families in the North Eastern states, Orissa, Andhra Pradesh and Himachal Pradesh practise shifting cultivation on a continuous basis. This shifting cultivation is integrally linked to the tribal economy in the areas where it is practised and their social and economic activities and rituals are also centred around this practice. The problem of shifting cultivation is a very complex one, involving economic, social and psychological aspects of the tribal communities. Although shifting cultivation is one of the prime sources of living for the tribals, yet the same has been severely restricted. The Ministry of Agriculture has been implementing a scheme for control and transformation of Shifting Cultivation in the North Eastern states, but the pace of its implementation has been very slow.

**Deprivation of Forest Rights**

Forests and Tribals share a close relationship. Tribals continue to live in forest areas, though in isolation, yet in harmony with the environment. Recognising this dependency, the National Forest Policy, 1988, stipulated that all agencies responsible for forest management should ensure that the tribal people are closely associated with the regeneration, plantation, development and harvesting of forests so as to provide them gainful employment. Despite
these special safeguards, tribals continue to struggle for mere survival as they face formidable problems and displacement due to development of national parks and wild-life sanctuaries and other environmental restoration projects, lack of development in forest villages etc. The protection of rights of tribals in forests is the key to the amelioration of their conditions.

**Lack of Adequate Irrigation Facilities**

Tribals in India primarily depend upon agriculture for their subsistence. More than 60 per cent of the tribal workers are dependent on agriculture. Further, while 42.9 per cent of the operational holdings of tribals belong to the category of marginal farmers with less than 1 hectare, 24.1 per cent are of small farmers category with 1 to 2 hectares; and only 2.2 per cent STs have large operational holdings with more than 10 hectares. The tribals generally live in most inhospitable terrain and practise shifting cultivation on higher slopes and dry-land cultivation in plains and lower slopes where productivity and output are very low. Lack of proper irrigation facilities, decline in soil fertility, and risks and uncertainties involving damages caused by the wild animals, pests, cyclones, droughts etc., have further deteriorated the agricultural yield.

**Education**

Education is learning things, acquiring knowledge by experience and introspection. Education is an adjustment of man with himself, others and nature to fulfill man’s aims in his life and enable him to use the potential of his body, mind, personality, surroundings and circumstances, so that he may accomplish maximum for himself and for others. Education has to be related to life. It should reflect the needs of the community. It is concerned with the whole life in its manifestation. Life has multifarious facets such as physical, mental,
social, cultural, economic, religious and political. Education helps community achieve the desired levels of development. Indeed, it enables them to utilise the opportunities for their advantage. Thus, it serves as a means to achieve these ends.

The Indian Constitution envisages special provisions in the Post-Independence period for the promotion of education of Scheduled Castes / Scheduled Tribes and the special responsibility lies with the Central and State Governments (Article 46).

3. BENEFITS OF ADULT EDUCATION

Adult education is difficult to describe and almost impossible to define because it took so many different forms under the sponsorship of a wide variety of institutions and agencies. The term adult education is used to denote the education and training of adults and extending educational opportunities to the illiterate and the poor who are deprived of it. In the Indian context, adult education basically emphasizes three main components namely, literacy, functionality and awareness. Literacy, which is supposed to be a stepping stone to education, includes the three rudimentary skills of reading, writing and numeracy and is considered as a parameter for assessing a person as literate if he/she has acquired these rudimentary skills. Functional literacy implies achieving self-reliance in literacy and numeracy; becoming aware of the causes of their (illiterates) deprivation and moving towards amelioration of their condition through organisation and participation in the process of development, acquiring skills to improve the economic status and general well-being, imbibing the values of national integration, conservation of the environment, women’s equality, observance of small family norm etc. (National Literacy Mission, 1988).
Functionality more or less is concerned with making the individual function well individually, socially, economically and from a cultural point of view. Awareness refers to extending knowledge to the illiterates pertaining to their own predicaments and about the facilities available for the development of the individual in a democratic society. The knowledge pertaining to the individual, his/her environment, development avenues, programmes being implemented for the well-being of the downtrodden sections of the society in particular and other sections in general etc., come under the spectrum of awareness. Adult education in India does not end with providing literacy, functionality and awareness. It extends further leading to life long education and continuing education. The scope of adult education extends to all sections of the community and adult education is a pre-condition to accelerate the pace and magnitude of development in any society. The scope and benefits of adult education are wide and varied and extend from individual to national and international perspectives.

National Literacy Mission (1988) states that literacy has proved worthy in the following instances.

- Children's participation in primary education increases to a much better level.
- Infant mortality rate goes down.
- Much greater success is achieved in child care and immunisation.
- Fertility rate declines.
- Women's self-confidence and self-image improves.
State Resource Centre for Adult Education, Hyderabad (2003) has summed up the following as the advantages of literacy after a thorough interaction with the community including the scheduled tribes.

**All round Development of the Individual**

Literacy manifests the behaviour of the educated. It transforms his/her personality and helps to grow into a complete and perfect individual. A literate emerges with a new confidence and becomes self-reliant.

- A literate person gets confidence to communicate effectively.
- A literate acquires the ability to rationally consider an idea and then to be able to accept or reject it.
- Adult literacy is most effective when it becomes an instrument to liberate people from their superstitions and bad practices.
- Literacy is necessary and desirable to avoid dependence on others and escape from exploitation in day-to-day life.
- It brings individual out of the sense of personal inferiority.
- It transforms the individual into a more flexible and adaptable person.
- A literate family communicates better and is assured of better living standards.
- It shapes the individual to work for the progress of the family as well as the village.
- Literacy provides an insight into the interdependence of individuals within a society.
- Literacy enhances exchange of ideas and makes communication faster and innovations possible.
• It generates a demand for education within the society leading to scientific attitudes among the individuals.
• It improves living conditions and quality of life.
• A literate gets respect and esteem in the society.
• It drives out pessimism, instills optimism and broad thinking in the place of narrow sectarian outlook.

**Socio-economic Development**

Literacy brings social change and accelerates the pace of development. The best example is the rise of anti-alcohol agitation. The women of a village in Nellore District started it. They learned a lesson in literacy primer that women should unite to become stronger and to make themselves felt. They united to start the anti-liquor agitation.

• Literacy creates awareness and inspires people to fight for the redressal of common problems of the community.
• Education provides the people ability to respond to changing situations and enables them to contribute to social development.
• A neo-literate takes part in income generating activities and evinces interest in securing services and access to numerous anti-poverty programmes.
• Literacy is a tool for liberation and enriched living.
• It gives strength to combat social evils, blind beliefs and superstitions.
• Literacy is a great force of social regeneration and social revitalization.
• Literacy paves way to social solidarity and economic independence.
• The employees, family and society at large derive benefit from the increased productivity.

• It reduces the mass/elite gap.

• Farmers, workers, small entrepreneurs and others, through literacy skills can contribute to their own and the nation's development.

• Literacy is an agent of social transformation.

• Education leads to better understanding, appreciation and participation of the people in developmental activities.

• Literacy promotes social, emotional and linguistic integration.

• Education helps to solve social evils like untouchability, caste politics and injustice.

**National Development**

A neo-literate better understands the use of peaceful, non-violent and democratic methods and follows them in his day-to-day life. Further, national integration of the country could be strengthened with literacy.

• A literate inculcates willingness to place the common goal before one's immediate interests.

• Literacy is a process of human development on which a country may build systematically, further levels of education and training.

• Literacy contributes positively to the economic stability and overall development of a nation.

• Literacy opens gateways to modernization.
• Literacy is useful to discourage corruption in private and public institutions.

• Literacy enhances community participation.

• Universal literacy is an indispensable tool for the new international order. It enables masses to understand the global economy and global policy and they learn to pick up themselves with the situations.

• Achievement of basic literacy is not an end in itself, it is an entry point to the world of information and communication.

• Literacy paves the way to development of skills and creates awareness among the learners of the national goals of development, progress and liberation from oppression.

• Literacy leads to a learning society and, thereby to an educated society and ultimately culminates in an enlightened society.

4. AN OVERVIEW OF ADULT EDUCATION PROGRAMMES AFTER INDEPENDENCE

Social Education Programme

In India, the government has given special attention to adult education after independence. Several programmes were formulated to combat illiteracy. Social Education Programme was taken up during 1949-50. The objectives of the programmes are as follows:

a. To instill a consciousness of the rights and duties of citizenship and foster a spirit of service to the community.

b. To develop a love for democracy and impart an understanding of the way in which democracy functions.
c. To disseminate knowledge of the outstanding problems and difficulties facing the country and the world today.

d. To develop pride in our cultural heritage through the knowledge of our history, geography and culture.

e. To teach the simple laws of personal and community health and develop habits of hygiene and cleanliness.

f. To foster the growth of the cooperative spirit as a way of life.

g. To provide training in crafts both as a hobby and as a means to economic betterment.

h. To provide cultural and recreational facilities by way of folk dances, drama, music, poetry, recitation and other ways of spontaneous self-expression.

i. To provide through these various activities as well as through reading and discussion groups, an understanding of the basic moral values.

j. To acquire reasonable mastery over the tools of learning, reading, writing, simple arithmetic and to create an interest in knowledge.

k. To provide facilities for continuation of education through libraries, discussion groups, clubs and institutions like peoples colleges.

The Content

The content of social education is 5-fold.

1. Health and Hygiene
2. Family and Community Living
3. Vocations
4. **Literacy and Cultural Activities**

5. **Recreational Activities**

The Five-fold field is amplified as follows:

1. **Health and Hygiene** : Nutritious food and drinking water, care of body and its parts, clothing, personal cleanliness and sanitation, importance of sun, air and water, common diseases and their treatment.

2. **Family and Community Living** : Relationship of individual members in the family, care and welfare of children, management of the home, home economics, family in the social context, marriage etc.

3. **Vocations** : (i) Agriculture : Soil, seeds, sowing and planting, rotation of crops, seasons-manures-protection of crops, co-operatives; (ii) Cottage industries-Spinning and weaving, knitting, net making, basket making, carpentry, leather work, cane work, soap making, fruit preservation, principles of co-operation, credit and banking, buying and selling-farm products etc.


5. **Recreational Activities** : Indoor and outdoor games, sports, folk dances, community singing, plays, film shows, etc. It may be noted that due to lack of proper planning and implementation the programme could
not become a success in general and the scheduled tribe learners in particulars.

Farmers Functional Literacy Programme

Farmers' Functional Literacy Programme (FFLP) was taken up during 1966-67 with the objective of extending education and training facilities to farmers with a view to raise agricultural production. It was felt that farmers training would become meaningful, if it is treated as an essential input of programmes (along with knowledge of fertilizers, pesticides and irrigation and high yielding varieties of seeds, multiple cropping, intensive cash crops and intensive cattle development programmes. In order to make FFLP effective, the following strategy was formulated.

1. Farmers education and training programmes should be co-ordinated so as to achieve quick production. All government and non-government agencies should organise their programmes according to production requirements and cropping.

2. The education and training should result in the acquisition of skills for the adoption of new practices and use of inputs. At some point, there should be connection between the supply of inputs and the imparting of training. Demonstration in the use of these skills should be an essential element of training.

3. There should be two-way communication between the participating farmers and experts. This means that farmers should be able to address their enquiries to experts of a level higher than the average level extension worker and get replies in writing. The radio programmes should be drawn according to the progress of the crop season and the education and training should be provided at the demonstration camps. Every aspect of the extension and education programmes should revolve
around the agricultural production programmes. Though the programme was designed in a meaningful manner due to lack of peoples participation especially among tribals and their poor socio-economic conditions the programme could not make that much result among the tribals.

Nation Adult Education Programme

National Adult Education Programme (NAEP) was inaugurated on 2\textsuperscript{nd} October, 1978 with literacy as an indispensable component, for approximately 100 million illiterate persons in the age group 15-35 with a view to providing them skills for self-directed learning leading to self-reliant and active role in their own development and in the development of their environment. Preparatory action aimed at the following areas:

1. Creation of an environment favourable to the launching of NAEP.
2. Preparation of case studies of some significant past experience, particularly those where the failures or successes have a bearing on the planning and implementation of NAEP.
3. Detailed planning of the various segments of the programme by appointment of expert groups. This would include preparation of detailed plans for each state and union territory.
4. Establishment of necessary structures for administration and co-ordination and necessary modification of procedure and patterns.
5. Identification of various agencies, official and non-official, to be involved in the programme and taking necessary measures to facilitate the needed level of their involvement like Government
6. Development of capability in all states for preparation of diversified and need based teaching / learning materials for the programme.

7. Development of training methodologies, preparation of training manuals as well as actual training of personnel at various levels to launch the programme.

8. Creation of a satisfactory system of evaluation and monitoring, post-literacy as well as the required applied research base.

Adult Education through Universities and Colleges

Adult education and extension through universities and colleges was taken up under Point No. 16 of the New 20 Point Programme in 1982-83. The major aspects include the following :

1. Teaching, research and extension are the three basic objectives of university education and they should be perused with equal importance. Extension activity is an important dimension of higher education.

2. A single mechanism needs to be created in the university system whereby all activities like adult literacy, NSS, NCC, Continuing and Extension Programmes etc., are organized under one umbrella.

3. Institutions of higher education must participate in programmes of adult literacy not only for their contribution to the educational and other development needs of the under privileged sections of the society.
4. Point No. 16 of the New 20 Point Programme also relates to the spread of universal elementary education. The students could motivate children who are not going to schools. The university / college students from the NSS could be helpful in locating the non-school going children and getting them admitted in other primary schools or non-formal education centres. They could also organize remedial coaching classes for the needy and academically under privileged children of the society. This could be another dimension to the participation of students in the implementation of Point No. 16 of the New 20 Point Programme of the Government of India.

Mass Programme for Functional Literacy

Mass programme for Functional Literacy started in 1986 aimed at involving high school and college students in imparting literacy to their illiterate relatives, parents and people residing in nearby areas during summer vacation. Mass Programme for Functional Literacy was started with the objectives of making literacy as a people's mission, harnessing all agencies for the mission and posing mass literacy programme as a challenge for the youth. Achievement of these objectives involved:

1. Stressing functional literacy in National Service Scheme (NSS);
2. Increasing coverage of student volunteers;
3. Emphasising study and service viz., specific project taken up by the students as part of work experience for social / national service which should be reflected in their final result; and
The experiences of the programmes of Farmers Functional Literacy Programmes, National Adult Education Programme revealed the following limitations.

- The programmes were considered only as government programmes.
- The participation of the people and beneficiaries remained as a weak link.
- The development Department of the govt. did not lend active support for the programmes.
- Failure of the govt. in its efforts.
- The training programmes were organized haphazardly and remained weak.
- Finances were not released in time and even the budget provided was not used upto mark.
- The learners lacked motivation and lacked participation.
- The monitoring, evaluation, supervision aspects remained weak.
- There was no co-ordination among the various agencies working for the cause of adult education. The above limitations hold good even with respect to scheduled tribe areas.

NATIONAL LITERACY MISSION

National Literacy Mission was launched on 5th May, 1988 to equip all citizens of the country with functional literacy. In quantitative terms, the mission
seeks to impart functional literacy to 80 million illiterate persons in 15-35 years age group by the end of 1995. National Literacy Mission is extended upto 2010. In quantitative terms, functional literacy implies (a) Self-reliance in 3 R's, (b) Participation in development process, (c) Providing skills to improve economic status and general well-being and (d) Imbibing values of national integration, conservation of environment, women's equality and observance of small family norms etc., National Literacy Mission lays major emphasis on rural areas, particularly women and persons belonging to Scheduled Castes and Scheduled Tribes, who constitute the majority of the illiterate segments. Further, NLM aims at

- Involving voluntary agencies in a big way in the task of achieving literacy and other programmes of continuing education.
- Providing facilities for post-literacy and continuing education and short duration vocational training courses through the establishment of Jana Sikshana Nilayams (JSNs).
- Strengthening and improving the status of the ongoing adult education programmes viz., Rural Functional Literacy Programmes, Programmes of Shramik Vidyapeeths and Voluntary Agencies with the application of science and technology inputs, better supervision, suitable training, pedagogical innovations etc.
- Restarting of functional literacy programmes for women as an integral part of integrated child development scheme.
- Making systematic efforts to secure people's participation through media and communication, creation of local participatory structure, taking out of jathas, mass rallies and training of cadres of youth.
- Undertaking technology demonstration in 40 districts for development, transfer and application of techno-pedagogic inputs.

- Reducing the span of control of supervision from 30 adult education centres to 8-10 adult education centres. The supervisor will be known as prerak (motivator) and he/she will organize post-literacy and continuing education programmes through Jana Sikshana Nilayams (JSNs).

- Establishing District Resource Units for technical resource support, material preparation and for over all planning and administration of adult education activities.

TOTAL LITERACY CAMPAIGNS

With the introduction of total literacy campaigns (1989-90 onwards), under National Literacy Mission, the literacy scenario in India has undergone a notable change totally deviating from the traditional approaches and radical changes were made in the implementation strategies of literacy programme, the dominant strategy being the campaign approach. The campaign is based on area specific, time bound, volunteer based and cost effective approaches. Through this new approach more than two-thirds of the districts in India have been covered by total literacy campaigns in a short period of five years. Among these, majority of the districts have already progressed from basic literacy phase to post-literacy phase and many are now on the threshold of third phase i.e., continuing education. With this, a situation is fast emerging whereby millions of illiterates are acquiring basic literacy skills and joining the class of neo-literates each year. Without a meaningful scheme of post-literacy and continuing education many of these persons may relapse into the old world of
illiteracy. The earlier experience in the field of adult education in India, and that of several other countries, is an ample testimony to this fact.

POST-LITERACY AND CONTINUING EDUCATION

Relapse into illiteracy is a serious problem in adult education. This is due to lack of adequate usage of the limited skills acquired by the learners in their daily lives. The learners who attend the literacy programme for a shorter duration and pay less care to retain literacy skills will be relapsing into illiteracy. It is necessary to cultivate and continue reading and writing on their part so that the initial achievement may not be lost in course of time. This requires development of proper reading materials for the neo-literates and sufficient practice of literacy skills acquired by learners in varied domains of life. The materials may include simple posters, pictures, folders, pamphlets, books, periodicals, newsletters, etc.

Continuing education is a process of learning that continues throughout life. Continuing education facilities have to be provided on a permanent basis. The main aim of continuing education programmes is to ensure that a comprehensive range of appropriate opportunities available for life long learning. In operational terms continuing education includes post-literacy skills, continuing of learning beyond elementary literacy and application of this learning for improving their living conditions. Continuing education includes all of the learning opportunities people want or need outside of basic literacy education and primary education. In continuing education, human resource development becomes the focus of attention. The beneficiaries of Continuing Education Programmes are: neo-literates of total literacy campaigns, pass-outs...
of non-formal education, primary schools, school dropouts and other members of the community interested in life-long learning.

Objectives

The main objectives of the scheme and the activities taken up under continuing education include the following:

1. Provision of facilities for retention of literacy skills and continuing education to enable the learners to continue their learning beyond basic literacy.

2. Creating scope for application of functional literacy for improvement of living conditions and quality of life.

3. Dissemination of information on development programmes and widening and improving participation of traditionally deprived sections of the society.

4. Creation of awareness about national concerns such as national integration, conservation and improvement of the environment, women's equality, observance of small family norms, etc., and sharing of common problems of the community.

5. Improvement of economic conditions and general wellbeing as well as improvement of productivity by organising short duration training programmes, orientation courses for providing vocational skills and by taking up linkage activities for establishing direct linkage between continuing education and development activities.

6. Provision of facilities for library and reading rooms for creating an environment conducive for literacy efforts and a learning society.
Functions of Continuing Education Centres (CECs)

As mentioned above, the main objective of establishment of CECs is to serve as a window or a focal service point where diverse kinds of Continuing Education Programmes and activities are taken up to provide opportunities for life-long learning to all sections of the population. The functions of CEC would include:

(i) **Organisation of Evening Classes**: for the upgradation and acquisition of different skills like literacy. Classes will be organised for 3-4 hours once in a week.

(ii) **Provision of Library and Reading Facilities**: for which books would be purchased from the non-recurring and recurring provisions; copies of old journals will be maintained and useful booklets relating to development programmes will be published by the agencies concerned. Wall papers and
newspapers, appropriate for adult learners, informative and entertaining journals, developmental literature etc., would also be available.

(iii) A Charcha Mandal (Discussion Group) : for discussing common problems. This forum could be utilized for improvement of quality of life and individual interest programmes.

(iv) Training Programmes : Simple and of short duration programmes relating to such subjects as health and family welfare, new developments in agriculture and animal husbandry, conservation of energy, improved chulha, etc. CECs may also help the local youth to benefit from various vocational training programmes income generation programmes, which help participants acquire or upgrade vocational skills and enable them to conduct income generating activities, should be made available in structured packages.

(v) Sports and Adventurous Activities : the stress being on indigenous sports, walking excursions, cycling trips in groups, etc. If savings are available, visit by bus to development projects could also be arranged.

(vi) Recreational and Cultural Activities : particularly traditional and folk forms of art, rural theatre, puppetry, etc.

(vii) An Information Window : for securing information on various developmental programmes. Information and material suitable for neo-literates may be procured from the development agencies concerned.

(viii) A Communication Centre : where community radio, audio cassettes player-cum-recorder may be provided.
**Continuing Education Programme in Chittoor District**

Chittoor District in Andhra Pradesh is one of the successful districts which has implemented the total literacy campaign during 1990-91 and out of 6.60 lakhs of illiterates as many as 3.69 lakhs were made literate. In order to retain, strengthen and further the basic literacy skills acquired by the neo-literate, the district administration has started post-literacy centres known as Jana Chaitanya Kendras (JCKs). As many as 10,000 JCKs were started and post-literacy books were provided to the centres. The JCKs were managed by the monitors who happened to be successful volunteers. With a view to cover the dropouts of total literacy campaign and the newly attained age group members (who have crossed 15 years and remained illiterate), the Zilla Saksharatha Samithi has implemented mopping up operation programmes i.e., literacy in hundred day programme from 1996 onwards. In the place of JCKs, continuing education centres were started during 1997-98 and preraks were appointed to carryout the activities of continuing education centres. As many as 1143 continuing education centres started functioning and the preraks were trained by the district administration with regard to their roles and functions which include organisation of post-literacy programmes, equivalency programmes, income generating programmes, quality of life improvement programmes, individual interest promotion programmes etc., and other functions of continuing education centre. Different committees were constituted to support the Zilla Saksharatha Samithi at the district level.
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Committees</th>
<th>Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General Administration Committee</td>
<td>Planning, organisation, implementation, direction, evaluation etc.</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Committee</td>
<td>Teaching/learning materials, primer, volunteer guides, post-literacy and continuing education reading material, training material, preparation and distribution of materials, organisation of training programmes etc.</td>
</tr>
<tr>
<td>3.</td>
<td>Environment Building Committee</td>
<td>To create a favourable environment by organising kalajathas, processions, pada yatras, wall writing, posters, meetings etc.</td>
</tr>
<tr>
<td>4.</td>
<td>Finance Committee</td>
<td>Proper utilisation of funds allotted, planning and direction, audit, maintenance of related records and registers.</td>
</tr>
<tr>
<td>5.</td>
<td>Planning and Evaluation Committee</td>
<td>Preparation of model forms required for planning, printing and distribution, obtaining the completed forms from lower levels, compilation and forwarding them to state level agencies.</td>
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</table>

At the mandal level, Mandal Saksharatha Samithi implements the continuing education programme with the support of Mandal Literacy Organiser, Mandal Development Officer, Mandal Revenue Officer, Officers of the other development departments, peoples representatives, youth associations, mahila mandals, political parties etc. At mandal level, the activities of opinion building, creation of educational atmosphere, training, co-ordination, establishment of centres, material procurement and distribution, evaluation and submission of reports is carried out by the Mandal Literacy Organiser with the assistance of Mandal Resource Persons.
At the nodal level, continuing education centre nodal prerak is the key person. He is responsible for the functioning of 8 continuing education centres around the nodal continuing education centre. He/she discharges this responsibility with the assistance of the preraks and as per the instructions of Mandal Literacy Organiser. The duties and responsibilities of a nodal prerak include the activities of survey, identifying the beneficiaries, securing accommodation for the centres, establishment of centres, procurement and distribution of materials, attending mandal level meetings, arranging monthly meetings of preraks, collection of reports, providing programme information to higher level officials and ensuring the services of preraks to the beneficiaries.

At the village level is organised by prerak. The Village Education Committee has to be formed with the joint efforts of the prerak, nodal prerak and Mandal Literacy Organiser. The prerak implements the continuing education programme at village level by conducting survey, identifying beneficiaries, providing services to beneficiaries depending upon their needs with coordination of other departments. Apart from village education committee, the sub-committees of pre-primary education, primary education, non-formal education help the prerak in discharging the functions. The members of the committees are drawn from the village members. Out of 500 beneficiaries, for each centre, there are 250 neo-literates, 125 school dropouts and 125 others. For organising the continuing education centres, Central and State Governments release grants for the first five years. After five years, the centres have to be managed by the village community. The success of continuing education centres depends upon the personal involvement and commitment of the preraks and the community support at the local level.
Continuing Education Organisation - District to Village Level

Dist. Level
- Zilla Saksharth Samithi
  - Programme Implementation Committee (EC)
    - Admin. Committee
    - Academic Committee
    - Cultural Committee
    - Publicity Committee
    - Finance Committee
    - Planning & Evaluation Committee

Mandal Level
- Mandal Saksharth Samithi
  - Mandal Literacy Organiser
  - Mandal Resource Persons
  - 2 or 3 Asst. Co-ordinators

Nodal / Village Level
- Nodal/Village Education Committee
  - Pre-primary Education
  - Primary Education
  - Non-formal Education
  - Adult Education

Beneficiaries
(Cont. Education / Life-long Education)
5. THE PRESENT STUDY

Education is a boon for the half clad, ill-fed and starving population suffering from poverty, disease and ignorance. Illiteracy and poverty are interrelated and any effort to liquidate illiteracy will open a new gateway of knowledge for the tribals to develop and to solve their numerous problems relating to exploitation, lack of basic facilities, lack of utilisation of the programmes meant for them. Adult education has several benefits to give to the tribals through literacy, functional development and social awareness. With the emergence of total literacy campaigns throughout the country from 1989 onwards, a good number of neo-literates have emerged and continuing education centres have come into existence with a view to provide opportunities for the neo-literates to strength and further the basic literacy skills. Neo-literates are the major beneficiaries of the programme apart from school dropouts, non-formal education learners and all those who wish to continue their education.

Chittoor district happens to be one of the successful districts in implementing the literacy, post-literacy and continuing education programmes. The tribals are spread in a majority of the mandals. In some places they live nearer to the villages, in some places they live in the forest areas. The continuing education centres are open to all sections of the community including the tribal learners. The success of continuing education programme depends upon the peoples' participation apart from the efforts of the government administration and other functionaries. Relapse into illiteracy is a serious problem in adult education. The neo-literates in particular, due to lack of usage of limited literacy skills (reading, writing and numeracy), relapse into
illiteracy. Though the opportunities for participation in the continuing education centres are available yet due to one reason or the other the neo-literate tribals are not able to take full advantage of the centres. In the absence of qualified persons among the preraks with at least tenth class qualification, the educated persons representing the scheduled castes, backward castes and forward communities are assigned the task of serving as preraks for the continuing education centres wherein the tribals as beneficiaries have to participate. As the field situation reveals based on the discussion with officials and community members, the continuing education centres are not properly functioning and the tribal neo-literate are not taking full advantage of the centres. The present study concentrates on the performance of scheduled tribes learners in Chittoor District.

Research has a major role to play in studying the status of the centres from the tribal learners point of view and in suggesting workable solutions. The present study is proposed with the following research questions. What is the status of continuing education centres of tribals with respect to physical facilities and infrastructural facilities? What is the level of performance in the application of literacy skills among the neo-literates? Who are participating in the centres? What is their socio-economic status? What about the effect of different programme inputs such as attitude, motivation, physical facilities and materials, activities conducted by the preraks on the performance of neo-literates? What about the status of community support to the programme? What are the various problems that are faced by the neo-literates in attending the centres? What are the personal and demographic factors influencing the performance of neo-
literates? The review of researches covered in Chapter II in general throws light on the different aspects of continuing education centres organised for the benefit of all sections (scheduled castes, backward communities and forward castes) and specific studies dealing with tribal neo-literates are very few if any. The present study concentrates on neo-literates with respect to their performance in literacy skills, influence of different programme inputs (physical facilities and materials, attitude, motivation, prerak activities and problems of learners). Thus, the study is action oriented and concentrates on the grossroot level aspects.

6. AN OVERVIEW OF SUCCEEDING CHAPTERS

In the second chapter, the Review Related Literature is presented. Chapter Three deals with Statement of the Problem, Objectives and Hypotheses whereas Chapter Four concentrates on Methodology of Investigation. In Chapter Five, Analysis of Results is presented. Chapter Six deals with Summary and Conclusions, Suggestions for Further Research and Implications of the study.