CHAPTER -II
A survey of related studies is a pre-requisite to any further research and the execution of a research project. The objective of the survey of related literature is to locate, read and evaluate the past as well as the current literature connected with the investigation. John W. Best has emphasised the importance of related literature in the following words. "Practically all human knowledge can be found in books and libraries unlike other animals that must start anew with each generation, man builds up on the accumulated and recorded knowledge of the past."

The search for reference material is a time-consuming but fruitful exercise. A familiarity with the literature of any problem helps students to discover what is already known, what others have attempted to find out, what methods of attack have been promising and/or disappointing and what problems remain to be solved.

The growing interest in adult education research is recent phenomenon. Not many research studies have been conducted in the past. Moreover, a majority of the studies are undertaken by department of adult education and only a few by the individual researchers. However, now the field is gaining importance.

In evaluating the adult education programme, a number of approaches have been used. Some investigators have tried to obtain an objective assessment of the adult
education programme, whereas some others have tried to seek participant evaluation of the adult education programme. A few investigators have focused their attention on the impact of the adult education programme, and a few have evaluated the adult education programme on the basis of the working of its functionaries. A few studies related to the topic are given below:

Prasad (1971) conducted an evaluation study of the literacy scheme carried on in Gramdan villages of Mirzapur, U.P., with the aim of assessing as to how the literacy programme was functioning and how literacy knowledge was used by ne-literates. He selected a sample of 78 schools by the method of stratified random sampling and selected the respondents on a purposive basis. He found that out of the 1676 adults enrolled, 1421 had appeared in their examinations and 1258 had been successful. The findings of the study:

i. The literacy percentage had gone up from 4 to 9 in certain areas in Duddi tehsil.

ii. There was an awakening for education among adults.

iii. Literacy knowledge of agriculture, health, credit etc, were not fruitfully utilised by the people.

iv. Adult women were lagging behind men in their enthusiasm for education.

v. Neo-literates had lessor functional knowledge than their primary school counterparts.
Nanda (1973), while examining the factors motivating rural adults attending the adult literacy centres in Patiala circle, sought the views of the participants about the programme of activities offered at the adult literacy centres. He also asked the participants to indicated as to what improvement they thought were needed in the functioning of the adult education centres. The sample of his study included 200 adults: 50 males and 50 females from Patiala district and 50 males and 50 females from Bathinda district of Panjab. Nanda found that 100 per cent of males and 84 per cent of the female adults considered reading and writing to be the most interesting activity offered at the adult education centre. His study also revealed that 15 per cent of the female adults thought sewing and embroidery to be most interesting programme, and only one female adult mentioned group singing as the most interesting activity offered at the adult education centre. When asked to give suggestions for the improvement in the adult education centre, out of 200 adults, 185 expressed satisfaction with the existing programme, and six adults wanted better accommodation to be provided. The other suggestions given by the adults included the availability of games and sports facilities (two adults) and provision of better material (two adults).

Agnihotri (1974) conducted a study to evaluate the programme of adult education in operation under a pilot
The major objectives of the study were (i) to judge as to what extent the programme of adult education had yielded positive results, (ii) to investigate critically the wastage or ineffectiveness in the field so that necessary improvement could be made and the modification in the programme carried out to yield positive results and (iii) to study critically both quantitative spread and its qualitative impact on the life of the people, literacy being one of its important aspects. The sample consisted of 250 men and women, their age ranging from 15 to 55 years. They were selected from seven rural blocks of Wardha district. Interview, observation, visits and specially devised tests were the various tools and techniques used to collect the data. The findings showed the following: (i) About 17 per cent of men and women in the age group 15-20 were immature and unstable (ii) Sixty per cent men and 40 per cent of women were young, enthusiastic and ambitious, in the age group of 21 to 31 years (iii) Thirty per cent of men and 40 per cent in the age group of 36 to 55 years were found to be mature. (iv) Life condition arrested the efforts of the village people for their own betterment and they mostly resigned to their fate. (v) Adult education had not brought about the changes which were expected in spite of the efforts of the Government, and there was no improvement in the standard of living of the village people, and their work efficiency had not increased. (vi) Soap was rarely used by
the village people. Sixtyeight per cent of men and 76 per cent women were conscious about the cleanliness of their children. (viii) Villages people did not like the girls taking up a job as they thought it to be below the dignity of their family and held that the girls should marry and maintain the house. (ix) Most of the rural people spend their leisure time in religious affairs. Only a small percentage of people were engaged in social work. (x) Most of the rural people did not politics in gram panchyats. (xi) Rural population had started understanding the scientific methods of cultivation.

NANDA (1977), while studying the development of adult education in Punjab during 1947-1972, evaluated the status of adult education in Panjab. For evaluating the functioning of the adult education programme, he selected 200 adults attending education centres. For the collection of data, he used two questionnaires, A and B. Questionnaire A had five questions and was administered to the 50 specialists. Questionnaire B, having three sections and 15 questions in all, was administered to the 97 adult education workers. The interview techniques was used to collect data from the adult learners. The results of his study were:

i) The aims of adult education as perceived by specialists were ranked as follows: (I) training for better homes, (II) civic sense, (III) intellectual
development, (IV) understanding social and political life, (V) functional literacy, (VI) happy human relations, and (VIII) modernity in outlook.

(ii) As perceived by the specialists, vocational education should be the main content of adult education followed in a descending order by functional literacy, citizenship training, health education, political education and religious education.

(iii) The equipment was inadequate and the response of 17 specialists was as follows: (a) material not enough or useful (N=5), (b) the equipment not up to the mark (N=5), (c) generally inadequate (N=2), (d) inadequate and unsatisfactory (N=2), (e) centres are ill equipped (N=2), and (f) proper equipment is rarely there, if at all it is there; adults do not know about it (N=1).

(v) The methods of teaching adults as perceived by 17 specialists were traditional and highly defective, and disregarded the principles of adult psychology. But as far as the adult learners were concerned, they failed to give any comment regarding the methods.

(v) So far as the reaction of specialists, regarding the environmental condition of the adult education centres was concerned, nine expressed dissatisfaction and one said that conditions were not conducive to learning.
(vi) Out of 17 adult education workers, seven remarked that it was a very difficult question to say anything about the environmental conditions at the adult education centres only one gave a positive response.

(vii) The adult learners expressed satisfaction with the timings.

(viii) The maximum attendance in male centres was between 7.00 - 9.00 PM. In female centres it was between 11 AM and 2.00 PM.

(ix) The majority of the adult learners (out of 100) complained that the adult education workers did not stay in the villages and came from another village or a city, and expressed a desire that a worker should stay in the village.

(x) The average age of the adult education workers, which included 17 males and 30 females, was 42 years. Then, 75 per cent were above the age of 40 years, and the youngest was 28 years of age.

(xi) The academic qualifications of the 47 adult education workers were as follows: Middle (34), Matric (10), Intermediate (2) and M.A. (1). The professional qualifications were given thus: Diploma-holders (14), Special certificate in social education (6), untrained (27).

(xiii) The supervision of the adult education worker was partly neglected mainly because of the lack of
transportation facilities for the Circle Social Education Officer.

McLevy (1977) conducted a study to obtain participant evaluation of the non-formal education programme being carried on the urban areas in Tamil Nadu called "Saint Thomas Out-of-School Education." This project had been going on for two and a half years. The respondents included fishermen, casual workers (getting work for less than half of every month) and unemployed men. The age of the respondents ranged from 18 to 30 years. The evaluation was done through a questionnaire complemented by discussions. The participants evaluated the goals, the relative achievement, the content and the method involved, as well as the examination conducted at the conclusion of the programme. The results of the evaluation showed that the participants perceived the following to be the aims of non-formal education:

(i) To build social awareness and self-confidence.
(ii) To promote cooperation at the community level.
(iii) To prepare students for facing critical life situations.
(iv) To make them agents of social change.
(v) Learning to solve individual problems in a group and there by working as a community.
(vi) Helping one to help himself and thereby improve one's job opportunities and status in life.
Providing an opportunity for those who missed school education.

A life-oriented education based on a problem-solving approach.

Regarding the extent to which these goals had been achieved, the participants felt that they as a group had experienced a definite change in their basic attitudes and social values, and they were now more aware of the life patterns and social values existing in the community. They were aware of the relation between the individual's problems and his life in the community. Therefore, they felt they had to discuss and to solve these problems in a group. They had acquired the ability to discuss these problems to a certain extent objectively. The students were able to face higher authorities confidently. Having realised the need for social change, they had formed independent youth groups outside the project. With respect to the change in the personal habits, attitudes and social behaviour of the participants, a majority of them felt the need to give up habits like gambling, prostitution, etc. (drinking excluded). There was a definite improvement in their social behaviour. For example, they were mixing more freely with the staff members, approached resource personnel confidently, no longer upheld superstitious beliefs and had learnt to express themselves individually and freely.
Former attitudes of fear and inferiority had greatly diminished. Most members agreed that some changes had been introduced in their community. In places like Srinivasapuram, Mallikupam, Mambikkam and Nochikuppam, they had educated the people about the harm done due to the excessive intake of alcohol. Moreover, some had formed independent youth organisations to help the community in various ways like helping the sick, improving the water supply, etc. Many participants preferred a more life-oriented syllabus, with more emphasis on the community and fostering better relationships among the staff and students. Members thought that the Saint Thomas Project must be started all over the city (including girls) and they would volunteer to help as animators. Regarding their views about evaluation, the participants felt that the oral examination did not test their communication skills. Some felt that it was a preparation to face interviews in future. Most encouraging was the fact that all the members wanted to come to the school in future, to help the juniors to learn more, and to plan for the future, especially with regard to employment for all.

Rao (1979) evaluated farmer’s functional literacy project, being carried on in Bhimill in Andhra Pradesh. The aim of this project was to improve the literacy skills of farmers and to impart practical knowledge to them about agriculture. The sample of the study included 300 adults in
the age group 15-40 years from 10 adult literacy centres. A majority (73.30 per cent) of the adults were agriculturists, 25.4 per cent were land labourers, 1.0 per cent were washermen and 0.3 per cent were barbers. Comparing the adults in the age groups below 15, 16-20, 21-25, 26-30, 31-35 and 36-40 years, the highest literacy attainment was found for the age group 26-30 years. The study revealed that the adults wanted to learn the following:

i) Development in agriculture specially suited for their crops, including the use of fertilisers, etc. (33.66 per cent)

ii) Health measures: preventive and curative, sanitation and personal hygiene (25.66 per cent)

iii) Animal husbandry - care of cattle, poultry, piggery, etc. (20.33 per cent).

iv) Politics - the voting rights and the duties of citizens, political behaviour of parties, etc. (16.33 per cent)

v) Mathematics - usefulness in day-to-day life transactions (2.33 per cent)

vi) Business, trade transactions - purchase, profit and loss, etc. (1 per cent)

vii) Tailoring, stitching, embroidery, etc. (0.33 per cent)
Naik (1979) conducted an evaluation study of the working of the N.A.E.P. in Gujarat. The objectives of the study were:

(i) To audit the data on adult education centres.
(ii) To examine the working of the adult education centres vis-a-vis the objectives of the National Adult Education Programme.
(iii) To identify the strength and weaknesses of the adult education centres.
(iv) To identify the factors responsible for the strength and weaknesses.

The universe of the study was restricted to 181 AECs which 88.8 per cent were located in the rural areas and 11.2 per cent in the urban areas. It was also found that about 40 per cent of the AECs were organised for males, 30 per cent for females and the remaining for both sexes. Very few centres showed a mix of SC/ST on the one hand and other social groups on the other. One percent of the learners were below 15 years of age and 7.6 per cent were above 35 years. As per the records maintained at the AECs 84 per cent of the learners were engaged in agriculture, 45 per cent were self-employed and the rest were mostly non-workers. The proportion of non-workers in the case of women was slightly higher. The results of the study revealed:

(i) The average enrolment in AECs was 32.4 per cent and the average attendance on the day of actual visit was...
was 67.6 per cent, which was less than shown in the attendance register.

(ii) 6.2 per cent of the centres were not functioning.

(iii) Wide differences existed in the performance of learners as 59 per cent of them had acquired the skill to write and another 15.5 per cent could only scribble their names.

(iv) More than half (55.37 per cent) of the instructors were having education below the S.S.C. level.

(v) 80.23 per cent instructors had received training in some form or other for teaching at AECs.

On the whole, the programme was generally found to be addressed to the target groups kept in view under the N.A.E.P.

Sharma and Sharma (April 1981 and May 1981) conducted a comprehensive study to evaluate the working of instructors at Adult Education Centres run by the Indian Adult Education Association (I.A.E.A). They prepared a 30-item questionnaire consisting of open-ended and closed-type questions to elicit information, inter alia, about the type of instructors working at the centres, the difficulties encountered by them and suggestions for the improvement of the programme. The objectives of this investigation were to study the following:

i) The type of instructors working at the adult education run by I.A.E.A.
ii) The nature of the support which was received from the programme organisers.

iii) The difficulties that the instructors experienced in organising adult education centres.

iv) Suggestions for improving the present programme of the centres.

The study was confined to 31 instructors, including 15 males and 16 females who had attended the training course organised by the I.A.E.A. The results relating to the female instructors were as follows:

i) A majority of the instructors (68.75%) were young, below 26 years, followed by those between 36 and 47 years (18.75%) between 26 and 31 years (6.25%) and above 31 years (6.25%).

ii) The academic qualifications of the instructors were middle pass (25.00%), high school (62%), intermediate (6.25%) and graduate/postgraduate (6.25%).

iii) The occupational structure of the instructors was as service (18.75%), petty shopkeepers (37.50%) and housewives (6.25%).

(iv) The reasons for taking up adult education included interest in social work (56.25%), interest in teaching (18.75%) and no reasons (25.00%).

(v) The programmes for bringing adults to the centres included economic activities along with literacy (43.75%), literacy (31.25%) and social issues such as
rights and duties, child marriage, dowry, etc. (25.00%). As reported by the instructors, their sources of information about the opening of the centres included officers of the I.A.E.A. (62.50%), outsiders but involved in the programme (31.25%) and the school authorities of the neighbourhood (6.25%).

(vi) The centres for females were located at the instructor's residence (75.00%), the learner's residence (18.75%) or in the school building (6.25%).

(vii) Different reading material was used at different centres which, in the case of the centres for females, was either Naya Kadam (81.25%) or Urdu in 10 days (6.25%) or Buniyadi Quaida (6.25%) or Hindustani Quaida (6.25%).

(viii) 68.75% of the instructors had developed a personal style through personal experience; 12.50% were teaching by studying the instructors' guide and the remaining (6.25%) were teaching with the help of outsiders.

(ix) The assistance to the instructors was provided by supervisors (75.00%), project officers (12.50%) and others (12.50%).

(x) The frequency of supervisors' visit to the AECs was as follows: 1-2 times a month (56.25%), 3-4 times a month (18.75%), more than 4 times a month (18.75%) and no reply (6.25%).
The assistance by the supervisors was provided in the form of supply of teaching-learning materials (75.00%), general demonstration of lessons at the time of the visit (12.00%), explaining the use of the discussion method (6.25%) and no reply (6.25%).

Dighe, Mathur and Chand (June, July, August, 1981) conducted a series of six very comprehensive appraisal studies of the A.E.P. in Rajasthan, Gujrat, Bihar, Tamil Nadu and Maharashtra. The main objective of the study was to make a quick appraisal of the programme in terms of the strength and weaknesses of the operation and of ascertaining the impact of the programme on the learners. The studies covered 181, 125, 113, 186, 97, 292 centres in Gujrat, Rajasthan, Bihar, Tamil Nadu and Maharashtra respectively. The number of learners interviewed in these six studies were 530, 458, 339, 768, 194 and 1102 respectively; the corresponding number of instructors being 169, 119, 113, 184, 97, 292 respectively. The results of these six studies were as follows :-

(i) The average enrolment at the adult education centres was 32.4, 27.0, 31.1, 27.0, 21.0 and 30.9 respectively.

(ii) The percentage of the daily attendance per centres was 78.0, 66.6, 74.0, 74.1, 85.0 and 66.0 respectively.
(iii) The percentage of the AECs closing before completing 10 months’ duration was 6.2, 18.0, 0.4, N.A., 17.0 and 29.0 respectively.

(iv) The percentage of the dropout of learners in the AECs was 2.0, 18.5, N.A., 18.5, 30.0 and 20.0 respectively.

(v) The percentage of female instructors was 34, N.A., 21, 25, 54 and 24 respectively.

The other findings of the study were:

(i) The educational background of the instructors was:
Rajasthan (1) up to middle (56%), VIIIth to Matric (41%), matric and above (3%); Rajasthan (2) up to middle (41%), VIIIth to matric (48%), matric and above (11%); Maharashtra up to middle (17%), VIIIth to matric (60%), matric and above (23%).

(ii) In the Rajasthan (1) the study of the learners indicated a preference for education that was linked to such functional aspects as agriculture, animal husbandry, poultry, credit facilities, services, etc.

(iii) (a) In Gujarat the AECs were located mostly in the instructor’s house (37%), schools (28%) or the open space (28%).

(b) In Rajasthan (1), mostly in the teacher’s house (41%).

(c) In Bihar, in a village house (41%).
(d) In Tamil Nadu, mostly in public places (40%).
(e) In Maharashtra, in schools (37%) or in the teacher’s house (25%).

Chaudhary (1981) analysed the impact of the NAEP in Bihar. He has reported thus:

(i) During 1978-80, 62 adult education projects of 300 centres each, two for each of 31 districts in the state were sanctioned, but at no point of time these 300 centres functioned simultaneously.

(ii) The innovations which had been attempted included the following:

(a) The supervisors and project officers met with the learners individually and in groups in which the learners were informed about the facilities being created and extended by the Government, and (b) each learner was helped to reflect on and articulate his/her own need and set a goal.

(iii) 600 radio sets had been sanctioned.

(iv) Each of the 31 districts had been provided with 16mm cine projector in order to exhibit films related to development, and promote awareness among adults.

(v) Most of the projects were being provided with tape-recorders.

A scheme of follow-up had been drawn up for the learners who had completed a 10 month course at the adult education centre. Chaudhary (1981) concluded that whatever
little success had been achieved in adult education in Bihar was largely due to the political will behind the programme.

Khanna (1981) in her study of participant evaluation of adult education programme included 100 male and 100 female adults from the Patiala circle falling in the age group 12–66 years. The data were gathered with the help of a 27-item interview schedule through the structured interview technique.

She found that -

(i) the most commonly mentioned source of information about the opening of the adult education centre was village leaders (77%) which was followed by the social education worker (14%), others (6%) and members of the family (3%);
(ii) adults were satisfied at having joined the adult education centre;
(iii) the aim of starting an adult education centre as perceived by female adults included stitching (54%), embroidery (48%), reading (48%), knitting (49%) and new things (8%).
(iv) the reason given by females for joining the adult education centres included knitting (68%), stitching (62%), embroidery (60%) and reading (13%).
(v) regarding the perceived utility of education received at the adult education centres, the females on an average gave 10 responses which included help in
domestic life (100%), promoting social awareness (87%), making proper use of money (85%), promoting good habits (77%), reading religious books (74%), increasing knowledge about health (72%), gaining knowledge about civilisation (61%), developing good human relations (60%), awareness of social responsibilities (38%), attainment of further education (37%), gaining knowledge about the right of vote (35%) and enabling participation in cooperative development activities (30%);

(vi) Hundred per cent of the female adults were satisfied with the location of their adult education centre;

(vii) 75% of the females thought that the room in which the adult class was held was adequate;

(viii) 90% of the females thought that all the needful facilities were available at the adult education centre;

(ix) Hundred per cent of the females were satisfied with the content taught in the adult education centre;

(x) Hundred per cent of the females thought that their teacher was teaching very well;

(xi) Hundred per cent of the females believed that there was full cooperation between students and teachers as well as among students;

(xii) 90% of the females said that the needful material was available at the adult education centre;
(xiii) among the females 45% wanted the adult education centre to become a permanent feature of their village, 5%, 10%, 18% and 10% wanted it to remain in the village for 4 years, 3 years, 2 years and 6 months respectively and 12% wanted it to remain there until their marriages;

(xiv) regarding the time of the year convenient for adults to study, 75% of the females thought that they could study throughout the year, 10% and 15% respectively thought winter and summer to be the most convenient time for them to study;

(xv) Hundred per cent of the females were satisfied with the existing timings of the adult education centre.

Multani (1982), while conducting an investigation into the profile of male adults attending adult education centres in Punjab, also sought their views regarding some aspects of the adult education programme. The sample of his study consisted of 200 males to whom he administered a 35-item interview schedule. The results of the study were revealed as follows:

(i) Adult education instructors (48.0%) and village leaders (31.5%) were mentioned significantly more frequently than family members (18.0%) and others (2.5%) as sources of information about the opening of the adult education centre.
(ii) Adult education instructor (41.5%) and village leaders (38.0%) were mentioned significantly more often than family members (16.0%) and others (4.5%) as sources of motivation.

(iii) The reasons for joining the adult education centre included learning to read (92.5%), learning to write letters, applications, etc. (88.0%), learning to maintain domestic accounts (79.0%), to read bus boards (68.5%), betterment of the occupational status (13.0%) and learning signatures (6.0%).

(iv) 49.0% of the adults expressed keenness to study as long as the centre remained in the village, and 19.5%, 17.0%, 11.0%, 2.5% and 1.0% wished to study for 5 years, 4 years, 3 years, 2 years and one year respectively.

(v) 67.0% of the adults were attending the class daily for 3 hours and 22.5%, 6.5% and 4.0% for 2 hours, 1 hour and less than 1 hour respectively.

GANGULI, P.K., PATHAK, K.N. and MIRZA (1983), appraised the Adult Education in Bihar.

The major objective of the study was to evaluate the performance of the National Adult Education Programme (NAEP) run through state government projects in Bihar and make necessary suggestions for further improvement.

A sample survey was carried out. Five NAEP projects were selected and 458 current learners, 13 dropouts, five
projects officers, three assistant project officers, 45 supervisors and 96 instructors were selected at random from the sample project. Six interview schedules were developed for learners, dropouts and different project functionaries. The investigator's diary was also used to collect necessary data. Data were also collected through interviews and observation. Current learners' literacy and numeracy skills were assessed in an informal way. Percentages were mainly used in analysing the data.

The major conclusions were that the overall achievement of learners on awareness and functionality components was far less than that on literacy. There was still a wide gap between the theoretical ideals of NAEP and its implementation. The trend of development through NAEP was encouraging. Its cautious handling in the light of past experiences of shortcomings implementation of the programme would bear fruit and make the NAEP more effective.

KANTA, RISHI and DUTT, NARAIN 1984 Evaluated the Effectiveness of Adult Education and Non-formal Education Schemes in Haryana State SCERT, Haryana.

The main objective of the study was to ascertain the usefulness of adult education and non-formal education programmes and suggest steps for making the schemes more effective.

The sample comprised three district adult education officers, 20 supervisors, 39 instructors, 37 adult education
students, and 36 non-formal education students. Interview schedules were used for data collection.

The main findings were: 1. Out of the adults students, 93 per cent could read and write, 97 per cent could count up to 100. 2. The adult students learnt to correspondence, read Ram Charit Manas, do simple calculations, check the amount of their wages, understand their rights and their duties. 3. They developed the skills of weaving carpets and making toys. 4. They cultivated efficiency in working on their crafts at the centre. 5. Instructors used to read newspapers, stories to them and help them in gaining functional literacy. It aroused social awareness and improved their knowledge about agricultural activities. 6. Adult women showed comparatively more interest in the programme. They earned some additional income out the craft work. 7. Some of the problems faced by the programme were low remuneration for instructors, absence of incentives, inadequate training of instructors, the temporary nature of supervisors' appointments, absence of institutions exclusively for women in rural areas, low attendance level of male students, and unsuitability of locations as places for female adult students. 8. As regards the programme of non-formal education of the 36 students, 70 per cent continued their studies further, 14 per cent adopted agriculture, jobs at home, in tea-stalls, etc. after leaving the non-formal education centre. Eighty-two per cent
motivated their friends to join the non-formal education centres, 96 per cent reported satisfactory seating arrangements, 96 per cent reported availability of drinking water at the centres, 92 per cent reported supply of pens, ink, slates, etc. All felt that the behaviour of the instructor was good. All developed habits of cleanliness. 9. The main drawbacks were lack of library facilities, and irregular and inadequate supply of learning materials. 10. When students of adult education and non-formal education centres were rated on awareness, literacy and work efficiency, it was found that, among adult education students, 55 per cent were above average and 45 per cent average and 70 per cent average; on work efficiency, 50 per cent were above average and 50 per cent were average. In the case of non-formal education students, the above average percentages for awareness, literacy and work efficiency were 40, 45 and 25 respectively.

Nimbalkar (1986), while evaluating the adult education programme in Goa, found that the literacy rate was increasing but the speed was slow. Studying the role of Government departments, he praised the various missions for spreading literacy in Goa. He examined the problems of adult education in the four districts of Goa. He collected the data by participating in meeting of adult education organisations. He also conducted experiments. His study revealed that the 100-hour instructions programme was
insufficient as the adults who studied for 100 hours were likely to relapse back into illiteracy. He recommended that the hours of instruction should be 150 and these should be followed by self-education. He administered the tests of literacy, reading, speed, comprehension and the number concept. His results showed the increase in the level of literacy from 7% to 13.5%.

Osmania University (1988) conducted a study of the factors responsible for the effective implementation of adult education programme in Andhra Pradesh. The university students' participation in the development of the programme, the location of the centres, the training of instructors and follow up were some of the factors worth mentioning. With respect to the change in personal habits, attitudes and social behaviour, the effect of students' personality was clearly visible. Students played a very important role in changing the attitude of fear and inferiority. The study also praised the subject matter and the content of the training programme which included discussions on high yielding varieties, fertilisers, plant protection and technology. A short questionnaire was given to the participants before they joined the programme. The average age of these student instructors varied from 18 to 25 years. The results of the study revealed that the participation in the programme not only refreshed their knowledge but also improved their social life.
Mathur, Brijendra Mohan (1990), conducted a study of adult education in Rajasthan. He tried to assess the attitude of rural adult learners towards the adult education programme. The sample included 100 adult education centres being run in rural areas. The author found that about 50.3% of the adults expected economic improvement through adult education. Only 12.5% felt it was necessary for a relevant and successful life. Among the reasons given for dropping out were a lack of interest, things not suitable, content not useful, distance from residence and not economically useful. Almost all the learners expressed the view that the instructor should be a local resident, preferably a primary school teacher. The result of study also revealed that a 50-hour programme in critical reading skill did not have any positive effect on reading comprehension skills of adult volunteers and the age caused a significant improvement in critical reading skills.

Choudhary Poonam (1992) conducted a study of literacy programmes in Jammu Division. The main aim of the study was to evaluate the performance of the adult education programmes for scheduled caste students. The nature and type of incentives given for the implementation of these programmes were also studied. The researcher studied the difficulties faced by scheduled caste learners and provided suggestions for improvement for the effective implementation of the programme.
The major conclusions were (i) as compared to literacy skills the scheduled caste learners achievement in numeracy appeared to be poor. The over all picture relating to the adult literacy was not very discouraging. (ii) The scheduled caste learners attainment on awareness functionality components were not satisfactory. (iii) a few learners develop the skill of weaving carpets and making things of paper mache. (iv) female scheduled caste learners showed comparatively less interest in programmes. (v) The main draw backs were lack of incentives for learners, irregular and inadequate supply of learning materials and prevailing conditions in the state of Jammu and Kashmir.

In conclusion, it may be said that a number of evaluation studies have been conducted all over the country particularly after the launching of the National Adult Education Programme. In these studies, various aspects of the adult education programme have been evaluated. In evaluating adult education programme a number of approaches had been used. Some investigators have tried to obtain an objective assessment of the adult education programme, whereas others have tried to seek participant evaluation of the adult education programme. The review of these studies conducted by the researchers and scholars in India had led to investigator to the conclusion that the systematic study of evaluation of adult education programme is absolutely necessary.