Chapter - II

REVIEW OF RELATED LITERATURE
The growth of the adult education in India is in consonance with the global trend of viewing it as a basic human right, a development right in its most comprehensive sense. India has accorded to adult education, the status of a required minimum need and given it a prominent place in the process of planned development in the required minimum needs programme. Adult Education is recognized as one of the nine minimum needs.

Adult Education continues to grow in terms of clear policy perspective, programme planning processes, and in terms of monitoring and evaluation of its overall contribution to the attainment of national goals. It is growing in size in so far as it had progressed from being a small scale social education programme in the early fifties, to becoming a National literacy Mission (NLM) today. It has set ambitious targets for itself covering 30 million illiterates by 1990 and another 50 million by 1995. It is in the process of acquiring a national, state and district level infrastructure to cope with problems of size and scale in...
terms of technical resource support.

The non-governmental organizations (NGOs) which lobby for a bold conceptual approach to the adult education programme are able to convert their ideas into action among small pockets of learners and achieve, in the process, remarkable results. The wide gap between a bold concept and a timid practice thus gets narrowed but only in small pockets; the programme managers continue their quest for the ideal mix required for replication of such success stories.

It is an integral part of the concept equality of opportunity which enjoins upon the state to provide means for development of people belonging to minorities, schedule castes/schedule tribes, of women and other weaker sections of the society. The growth of literacy and awareness among the people is also seen as a measure of indirect support to the attainment of the goal of people's participation in development. Wide spread illiteracy and lack of access to other minimum needs have been identified as part of a cluster of factors which jointly act as barriers to a meaningful participation by the people in the process of national development.

Research that is relevant to development can promote the self-reliance, policy to which we are committed. Therefore, research should ultimately be directed at the problems of the people and should seek...
suitable solutions to them. If research is limited to development, vocational living standards will rise and education will be less in theory and more in fact. The basis of such research is the scientific investigation of the various aspects of adult education that can be applied to the solution of real problems being faced by the adult education functionaries in the field. Research in adult education should help in analyzing actual problems and should suggest solutions that are practical. Fact finding analysis which can broaden and deepen understanding of the process of adult education programme, adult learning behaviour, or designing any innovative approaches for improving on-going programme could be called real research in Adult Education.

Research in a subject gains momentum only when it is so well established in the field of academic studies that various problems connected with its theory or practice begin to attract attention for serious study without which neither the frontiers of knowledge concerning the subject can extend nor will its functional value, if any increased with this purpose in view. Some efforts have been made to investigate into various issues of Adult Education programme to make it more functional and life related.

The studies related to the subject of investigation are briefly summarized as under:-
Ahmad Mushtaq (1950) while surveying the reading material for the neo-literates found, that very few writers of reading materials had got specialized training in the area. Most of the members of the advisory committees were educationally well qualified but had little experience in teaching adults or producing reading materials for them. The private publishers had little idea of reading needs and interest of the neo-literates. Guidelines supplied to authors were rather vague and there was no method developed to check the accuracy of content. The printed materials differed widely in get-up, illustrations, language and treatment of themes. The pre-testing of supplementary and follow-up books was completely ignored, though primers were pre-tested to a certain extent. Few neo-literates borrowed books. The majority of borrowers were those who were already educated or school-going children.

In another study conducted by Ahmad Mushtaq (1958), on evaluation of reading interests of neo-literates found that the physical aspects of the reading materials were satisfactory. There was scope for the improvement of illustrations. There was need for more care about the accuracy of the contents. Prices were on the higher side in some cases. The majority of books were related to epics, biography, agriculture and social studies. Very few dealt with leisure time occupations, science or technology. The vocabulary used was
within the comprehension level of Neo-Literates. The style of writing was quite stimulating. As far as the reading needs and reading interests were concerned, it was found that the first, second and third preference were agriculture, religion and topics related to agriculture. Only a few writers of the reading materials for Neo-Literates had special training in the area. Very few were aware of the reading needs and interests of Neo-Literates. Most of the books were rather difficult for the average reader.

In a study conducted by Sinha and Kotle (1971) on Adult Education in relation to agriculture development and evaluative study of a Development Blocks. The investigation yielded that all the farmers of the functional literacy plus farmers training groups were aware of functional literacy and functional literacy plus farmers' training groups as many as 98 percent and 99 percent from the control and the farmers training groups respectively, perceived need functional literacy for better life. Nearly all the farmers from the functional literacy and functional literacy plus farmers training groups not only expected but also perceived improvement in their knowledge about high yielding varieties, ability to use improved farm practices, ability to purchase agricultural outputs, ability to market farm produce profitably, ability to take a rational dimensions, ability to read and write, ability
to read pamphlets, newspapers and simple books, ability to keep accounts, ability to do simple arithmetic and ability to lead a happy life. All the farmers of the farmers training and functional literacy plus farmers training groups were aware of farmer's training whereas only 54.37 and 52.89 percent from the control and functional literacy groups, respectively were aware of it. Farmers training was considered necessary for cultivation of high yielding varieties by 87 percent farmers. All the respondents of the farmers training and functional literacy plus farmers training groups felt the need for farmer's training. The gap between perceptions of anticipated benefits and actual benefits from farmers training was wider in the case of the control and functional literacy group than in the farmers training and functional literacy plus farmers training groups. The functional literacy and farmers training group were the good stimuli for influencing agricultural development.

In a study conducted by Aginehotri, (1974), evaluated the programme of Adult Education of Wardha District. He found no improvement in the standard of living of the people as a result of development activities. The rural people had started realising the importance of modern farming methods. A good percentage of them understood the necessity of cleanliness. The people were mostly conservative and fate oriented and
spent their leisure time in praying to God than doing any other constructive work.

In a study conducted by Mali, M. G. (1974), on factors affecting retention of literacy among adult neo-literate. The study revealed that the reading materials has a very high correlation with literacy retention. Environmental factors had an influence on retention and class room factors needed to be stressed for retention.

Talukadar, B.K. (1975), in a study on adult education programme in Assam found that in Assam, Audio Visual Aids were not used much in the field of adult education. Adult Education in Assam had received least attention during the first three plan period. There were very few adult education agencies in Assam. It was found that there was the instructional problem as well. The factors like dearth of teachers and accommodation, want of suitable timetable and content of education etc. were found to be standing in the way of progress of adult education, communication, difficulty was to found to be another handicap. There was no good road communication to the interior areas of the state. Consequently, many adult education centres remained closed during monsoon season and sometimes, they were closed for ever due to heavy floods. The lack of healthy attitudes of the University towards the progress of adult education in Assam was also one of the...
major problems.

Sarma et al. (1979) conducted a study, which revealed that 37 percent of adult education centres were organized at the residence of the instructors, 28 percent in public buildings and another 28 in open places, organizational and environmental inputs such as lightening and sitting arrangements at these places left much to be desired. About 30 percent of adult education centres were for women, about 40 percent for men and the remaining 30 percent were for both the sexes. About 70 percent of the centres were organized for weaker sections. An average of 32.5 per cent learners were enrolled per adult education centre. However, the proportion of the learners present on the date of the visit was 67.6 percent of the total shown in the attendance register and the mean size of adult education centre worked out to be 22.7 percent. About three fifths of the male and female learners had acquired the skill of writing. Achievements of the learners in social awareness and functionality were on the lower side.

Mariappa, Susheela and Ramakrishnan (1981) conducted a study to assess the quality of adult education programme in Pondicherry. The study investigated, that during 1979-80, the programme covered 99.0 per cent of the target group of learners. Slates, pencils and note books were supplied free of charges to learners.
ture and discussion were the common methods used in adult education classes. Not much attention was paid either to functional up-gradation or to elevating the level of social consciousness. In the administrator's opinion, the activities of the centre were not integrated with other developmental activities. Learners claimed that they had learnt to read and write small passages, become more aware of accounts, maintenance and had joined cooperative societies. They had secured loans for agricultural development etc. The common problem of centres were learners' disinterestedness, villagers non-cooperative attitude, non receipt of grants in time, paucity of funds and low remuneration to instructors. There seemed to be a contradiction between the opinions of administrators and those of learners about functionality and the awareness components of NAEP.

Natarajan, R. (1981) conducted a study which evaluated the adult education programme in Patna. The study found that the 60 percent of learners were able to read with a fair degree of proficiency, whereas 22.8 percent of learners had a good ability to write and 15 percent had a good ability to do simple calculations. Only 22.8 percent of the learners had felt that AEP had greatly benefitted them in their every day life while 5.09 percent felt somewhat benefitted and 26.3 percent did not feel benefitted at all. A majority of learners
were aware of facilities for agriculture, health and family welfare co-operative society and post office, but very few learners were aware of rural bank facilities and insecticides scheme. A high percentage of learners (79.8 - 94.7 percent) were aware of the fertilizers scheme, the veterinary centre, block development office, post office and primary health centre and they had availed of these facilities. Majority of the learners were aware that dowry is illegal but the right age of marriage and adult franchise was not conveyed to them. The learners felt that the instructors were not able to make class interesting and enforce discipline, which they rated as weakness of the programme. A majority of the learners felt that greater stress on the development of functional skills and selection of trained instructors were two major requirements for improving the programme.

Mariappan, Sushella (1981) conducted a study to assess the impact of adult education programme on the learners. The study found that the social activities and film shows were effective in attracting learners to the centres. At some places, the elite had developed sort of fear that the poor and suppressed would be awakened through the adult education programme and might even rise against them. As to the literacy component of the programme, it was found that only 66.0 percent of the learners had been able to acquire literacy skills or to
raise their literacy level. As regards the functionality of the programme, about 63.0 percent of learners had raised the level of their occupational skills. The main cause of failure to achieve full success were irregular functioning of the centres, paucity of funds, lack of interest on the part of animators and want of amenities.

Dey and Tarajan (1981) conducted the study to evaluate the adult education programme in nine districts of Bihar. The study found that the coverage of women learners in different blocks varied considerably, ranging from 7.0 percent to 35.0 percent. The adult education centres mainly catered to the needs of persons engaged in agriculture. Most of the learners joined the programme primarily to obtain literacy skills and only a few appeared to have joined it for acquiring functional skills. The performance of learners were better in reading than in writing. The performance of doing simple calculations was comparatively poor and needed improvement. Most of the learners indicated that they acquired knowledge regarding agriculture and poultry through the adult education programme. They also expressed desire to learn about such aspects, as sewing, weaving, carpentry, nutrition, health and child care. The adult education centres was one of the important sources of information for the learners regarding rural bank, family welfare centre.

Review of the Related Literature 47
primary health centre, veterinary centre and co-operative society. Family problems, lack of desire to learn, un-interesting instructional programmes, inconvenient location of centres and unsuitable timing of classes were the main reasons of dropping out.

Hebsur, Aikra and Hendriques (1981) conducted the study to evaluate the National Adult Education programme in Maharashtra. The study revealed that the majority of the adult education centres were located in villages which ranked low on the scale of exposure to modernization. Only one third of adult education centres were located in school premises. One fourth of the learners were that of women. Most of the instructors joined the programme out of a desire to participate in the development of the area. The adult education centre contributed to the learning of reading, writing and arithmetic skills. Favourably placed learners perform better in literacy. The adult education centres also contributed to raising the functionality level of the learners and disadvantageously placed learners gained more in this regard. The adult education centres played a vital role in enhancing learners social awareness and advantageously placed learners gained more. The adult education centres gave more emphasis to literacy than functionality and social awareness.

Ramakrishnan, K (1981) conducted a study to assess the National Adult Education programme in Tamil Nadu.
The study found that bureaucratic delays in approving the agencies for financial assistance and disbursing the funds dampened the enthusiasm of the voluntary agencies and their personnel considerably. Adult education functionaries concentrated their efforts mainly on the literacy aspects of adult education. Fifty eight of the ninety seven sampled adult education centres had ceased functioning after completing the ten month programme as funds were not available for initiating new batch or for organizing post literacy programmes. The mean enrolment was 21.0 percent, the drop-out rate was 30. percent for adult education centres which were continuing; occupational classification of the learners revealed that 56.0 percent of them were unskilled workers, 22.0 percent were skilled workers and other 10.0 percent were agriculturists. While almost all the learners acquired the ability to sign their names, only a very small percentage of the acquired literacy that could be considered useful and capable of retention. On an average 4 learners per AEC become adequately literate. Factors for incorporating the functionality component in literacy as well as efforts for creating social awareness were negligible. Lack of motivation on the part of the adult illiterates was the serious impediment in achieving the objectives of the NAEP.

CASE, (1982) conducted a study to assess the adult education programme in seven districts of Gujrat. The
study found that the planned efforts for coverage of needy groups of learners under NAEP was viewed with scepticism. As many as 84.0 percent of the learners belonged to 15-35 years of age groups and 96.0 percent of the learners belonged to the needy sections of the society. Many village leaders had expressed concern over lack of regularity of classes due to truancy among learners and sometimes even among instructors. Activities provided at the AECs were essentially geared towards the acquisition of literacy and numeracy. They were also influenced by two other aspects viz - family welfare and personal habits. The impact with regard to social awareness and functionality was just marginal.

Harihar and Rao (1982) conducted a study on Adult education in Rajasthan. The study reported that the instructors were young and having background of social service, therefore, their efforts have been very successful. All of them received instructional materials in time. The supervisors had played supportive roles in functioning of the adult education centres and project officers visited around one third of the Adult education centres. Literacy and Numeracy formed a major part of curriculum. Gaining adequate competence in literacy and numeracy hearing stories and participating in bha­jans were major motivating factors for the male learners. Literacy and gaining competence in sewing were motivating factors for female learners. A majority of
learners had developed social and political awareness to a satisfactory level. Learners knowledge of agriculture, awareness of government rural development agencies and their function, children's education and reaction towards social injustice were seen to be at a satisfactory level.

Rao Vasudeva, B.S. (1983) conducted a study on the National Adult Education programme in Vishakhapatnam. The study found that the voluntary organizations had achieved better results in educating adults followed in order by the University and government organizations. Participation of women was, in general, significantly less than that of men. Their achievement in many areas of the NAEP was also less. Training of adult education functionaries were also neglected area. In the component of literacy, the majority of the learners acquired skills of Reading Simple words (91.4 percent) writing shortwords (97.4 percent) and identifying numbers. In spreading the functionality component, the NAEP succeeded to a large extent in educating the learners in banking functions and need for saving. With reference to additional information on their respective occupations only a section (42.0 percent) of the learners derived benefit. Similarly about 41.0 percent of the learners performed well in their level of functional knowledge in the field of agriculture. The level of awareness of the learners was very high in the case of

Review of the Related Literature 151
social issues, moderately high in case of health and family planning and average on political issues. It could be stated that male, sex younger age, unmarried status, joint family background, rural activity and higher income replied the adult learners to gain skills in literacy and to raise their functionality and awareness. It was observed that the best efforts of adult education staff to involve the other government developmental agencies to interact with learners did not succeed.

Sachchidananda and Ganguli (1983) conducted a study on Adult Education through Nehru Yuvak Kendras. The study drew the following conclusions. The attainment of learners on literacy component was to a large extent satisfactory. Learners attainment on numeracy, awareness and functionality components was far from satisfactory. The NYK faced numerous problems in running the programme. Learners dropped out mainly due to family problems. The implementation process had many defects. There was enough scope for improvement.

Shah, K. R., (1983) conducted a study to evaluate adult education programmes in Gujrat. The study found that the composition of learners broadly conformed to the target group of the programme. As against the target group of four lakh adults to learn in the year 1978-79, the actual coverage was three lakhs. The coverage rate did not improve further till 1982-83. A
satisfactory response was observed, as two thirds of the instructors chose to work as instructors out of sheer interest in the development of the regions to which they belonged. Also they were associated with the NSS family welfare and other community development programmes. In the response of learners to the question relating to the usefulness of what had been taught in AECs, approximately 57 percent emphasised literacy, 29.0 percent stressed social awareness aspects and 10.0 percent stressed functionality aspects. The impact study revealed that ex-learners did not relapse into illiteracy, though some decline was witnessed with regard to writing ability. The ex-learners expressed negative reactions to social prejudices and system like child marriage, dowry etc. Some of them were good in occupational skills.

The Bihar Evaluation Studies (1980-84) took into account the programme at the state level, district level and block level, the programmes run by the state machinery, University teachers and students and by voluntary agencies. The methodology used is invariably a random sample, survey, interview schedules and literacy test. These studies have been conducted more in the form of a "quick-appraisals" then evaluation reports. This evaluation clearly indicates that instructors or the animateurs as the most critical gross root workers, were inadequately trained and subject to a high expec-
tation load. The instructors or the animateurs must receive support from other development functionaries in enriching the content of activities and instructional methodologies at the adult education centre. The study also points out the wide gap between awareness per se and utilization of such awareness. Numeracy trends pose more learning problems, reading and writing skills, instructional methodology apparently needs better visualization in this area.

Ganguli, Pathak and Mirza (1983) reported an excessive literacy bias in the programme and low achievement in functionality and awareness. Xavier Institute (1983) reported that learners enrolling in the adult education centres were those below the poverty line and were eager to sign their names, handle numeracy and enhance general knowledge, while the instructors were handling both motivational and instructional tasks, however, it was not always possible for them to handle learning situations in development themes.

Kanta Rishi and Dutt, Narian (1984) conducted a study to evaluate effectiveness of adult education and non-formal education schemes in Haryana. The study found that, out of the adult students, 93.0 percent could read and write. 97.0 percent could count up to 100 and can do simple calculations, check the amount of their wages, understand, their rights and duties. They
developed the skills of weaving carpets and making toys. They cultivated efficiency in working on their crafts at the centre. 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. Adult women showed comparatively more interest in the programme. They earned some additional income out of craft work. Some of the problems faced by the programme were low remuneration for instructors, absence of incentives, inadequate training of instructors, the temporary nature of supervisor's appointment, absence of institutions excluding for women in rural areas, low attendance level of male students and unsuitability of locations as places for female adult students. 93.0 percent reported availability of drinking water at the centres. 92.8 percent reported supply of pens, ink, slates, etc. All developed habit of cleanliness. The main drawbacks were lack of library facilities and irregular and inadequate supply of teaching learning material. The learners of adult education centres when rated, were found 55.0 percent above average, 45.0 percent average on awareness. On literacy 30.0 percent were above average, 70.0 percent average. However, on work efficiency, 50.0 percent were above average and 50.0 percent were average.
Visaria and Patel (1984) conducted a study on adult education programme in Gujarat. The study found that none of the adult education centres functioned till the completion of ten months tenure. Wherever classes were held, the emphasis was on imparting literacy. The other two components, functionality and social awareness, were for all practical purposes ignored. A majority of the learners who had acquired the basic skills in the 3Rs, had earlier schooling. It was estimated that around eight percent of total adult education centres had functioned reasonably well, with the criteria of success of attainment of basic 3Rs. Every learner's desire was that they should be taught 3Rs. The study came out with alternative model of functioning of adult education programme with the objective, that sufficient publicity should be given at village level about the programme, efforts should be made to identify eligible adults in each village; the number of adult education centres should be decided accordingly and of 14 to 16 weeks duration, there should be no hard and fast rules for attendance, emphasis should on teaching of basic 3R's.

Sarkar, (1984) conducted a study on National Adult Education programme. The study found that National Adult Education programme had not succeeded due to certain serious problems. Only a mass movement involving vast numbers of students and teachers of the formal
system under the UGC's guidance coupled with adequate funds and firm political commitment could lead the programme a success. Government and UGC were selling an unsalable commodity through uninterested sellers to unwilling customers. The literacy percentage had slowly increased, but the total number of illiterates had also increased. Explosion of population, insufficient, number of institutions, weaknesses and irrelevance of formal schooling, lack of resources and political will were some of the causes responsible for this sad situation. There had developed a wide gap between theory and practice in attempts at universalization of elementary education, adult education and literacy programmes. A long term plan for structural change had become essential to pave the way for successful achievement of the objectives of this twin programme.

Parikh (1985) conducted a study on community involvement for the cause of Adult Education. The study found that the level of community involvement was far below expectations and there was considerable leeway still to be made up between the ideally sought community involvement and that achieved in reality. A vast majority of the community leaders, such as panchayat chiefs, school headmasters, chairman of co-operative societies, and social and political leaders complained that they were neither approached by the instructors for help in organizing or conducting the AECs nor were
they invited for inaugural function or for visits or delivering a talk to the learners. Adult learners were too ignorant to understand the intricacies of AEP and therefore, did not appreciate the need for punctuality and regularity in attendance in the classes as also the imperative need to concentrate on the learning activity. With a view to increasing awareness about the AEP, it was suggested that the news media should be used in wider and more effective forms. Mass mobilization campaigns should be organized for propagating the AEP in rural areas. Co-ordination and linkages with the developmental departments to be maintained. Evolution of appropriate teaching technology for the AEP and its appropriate implementation was essential to make the programme a success.

Nimbalkar, (1985) conducted a study on evaluation of Adult Education programme in Goa. The study found that the majority of learners (dropouts), both male and female had joined the adult education centres to learn to sign their names and to acquire literacy skills. A high percentage of dropouts were mainly due to their family problems and their activities during the harvest season. A majority of male female adult learners had gained information regarding health, nutrition, mother and child care, family planning from the adult education centres. Majority of the adult learners had achieved ability to write the alphabet words fairly

Review of the Related Literature  58
well, but ability to write sentences was difficult for them. A majority of male and female learners showed a fair performance in addition and counting the numbers, however, females with some difficulty. Both male and female adult learners expressed the view that the methods of teaching were satisfactory.

Kundu (1985) in a study found that the Bombay University Model was most effective for teaching adults. The Bombay University model satisfied the parameters of learning, the cards used in the method had names of various parts of the human body and learners being conversant with their names, showed more involvement by this method. The method satisfied the basic requirements of learning process namely the law of readiness, the law of exercise and the law of effect, during the administration of cards, the need achievement and knowledge of results were well taken care of. The method put a bilateral obligation on the teacher as well as the learner. The teacher had to expose the learner to various activities and the learner had to complete the stated learning activity. The method mentioned task involvement, short-term memory and avoidance of conscious memorization. In the method the learner was allowed to proceed at his own pace, it employed meaningful material which was sufficiently known and challenging to the adults.
Gode (1987) undertook a study of National Adult Education programme as included in the new twenty point programme. The study investigated that the literacy efforts were unable to match the growth in population. The NAEP as well as other programmes for removal of adult illiteracy had not been in a position to achieve the target set for the purpose. Both boys and girls were equally interested in the "each one teach one" project. The importance of literacy was realized by the illiterates and this realization served as a major motivational factor. The alphabetic method was deeply rooted in the minds of the student instructor. The project "each one teach one" was capable of securing the involvement of the maximum number of student instructors. Strong motivation led to regular attendance, irrespective of personal problems. Stories and novels carried the highest reading interest among neo-literates. The teaching skills of the instructor were not only understood but also appreciated by the learners. Use of material relevant to life and felt needs made learner knowledge functional.

Singh (1987) made an attempt to study workers in Haryana. The study found that adult education and training has positive effect on workers productivity. There was a significant increase in workers productivity after adult education and training. On the literacy test workers, score, ranged from 43-65 percent after

Review of the Related Literature 60
their exposure to adult education programme. In case of numeracy, the score of workers ranged from 47-60 percent. There was significant difference between pre-test and post-test awareness scores of the workers. The workers showed significant improvement in their level of awareness at post test stage. The test was significant between mean of pre-test and post-test scores of workers attitude towards adult education. The worker who showed maximum increase in his productivity had high score in literacy, numerary and awareness because they were more sincere and punctual. The workers who showed minimum increase in their productivity were average learners. Their score in literacy, awareness were 51.0 percent, 56.0 percent and 54 percent respectively. The workers were sincere and punctual, so after training programme, there was a little increase in the productivity shown by them. After the adult education programme there was a positive change in the attitude of these workers. They were able to write an application, letters etc.

Tantary (1989) undertook a study to evaluate the adult education programme in Jammu & Kashmir. The study found that adults are attending adult education centres mainly for 3Rs and for learning some crafts. The attendance of the learners reduced due to absence of facilities for improving functionality, pressing need of attending to children and cattle and irregularity of
instructors. Methods of teaching adults were in no way different from those of children in formal schools. Supervision was ineffective and inadequate. The investigator concluded that scheme has not received due sympathy at various levels, namely the administrative, the functional and the recipient. The investigator suggested that for realizing the practical ends of the scheme, it should be provided with qualified personnel of administration and functionaries and proportionate provision of finance, to have healthy results of the programme.

A RESUME

A critical analysis of these studies discussed above indicate that researchers have investigated various problems of adult education. These among others include methodology, psychology of adult learning, curriculum, post literacy follow up, supervision, the administration of the programme etc.

Buch (1983-84) after reviewing the studies in the field of Adult Education, observed that "studies are largely related to perceptions of functionaries (e.g. instructors, supervisors and project officers) in the adult education programme rather than to the learners. The studies which focus on the perceptions of the learners, the manner in which such perceptions have been elicited is invariably structured and close ended
rather than unstructured and open ended. As a consequence learners are responding to "stereotype in-built in the minds of researchers." He further pointed out that there are more studies now available on programme management, learner motivation programme, evaluation and attitudes, but very few studies are being undertaken on the conceptual aspects, training methodologies, learner evaluation, preparation of learning materials for various categories of learner population utilizing communication media for development and development as management strategy.

Kundu (1983) in this regard observed that the findings regarding the state of programme, personnel, methods, materials, wastage of efforts are quite important. Before any attempts are made to take action with regard to these, more rigorous research designs will have to be used to confirm the findings. The contradictory observations are due to different population studies. However, methodological, sophistication is very much needed. Bhatia and Patel observed that more experimental, correlational, evaluative and follow-up studies at times, involving case study approach to prove depths are required to unearth more useful and conclusive data.

Salamatullah (1984) while reviewing the various studies also reported that the distribution of studies over different areas/subjects of adult education shows
that the largest number of studies are related to the learner, as it ought to be. However, the aspects/topics in these studies have much to be reflected upon. Visaria and Patel (1984) noted many defects in the management of the programme and pointed out that the organizers' perceptions of the programme require greater clarity. The Gujrat Evaluation (1985) studies seem to indicate a greater variation in research designs.

The above analysis indicates that much needs to be done on methodology psychology of adult learning, curriculum and evaluation of instructional material. Functionality and awareness of the programme remains almost untouched, although implementation of these components particularly awareness is supposed to be the acid test of success of the whole programme. With regard to the methods and techniques of teaching, there is again a wide gap. A number of studies regarding functional literacy for farmers are by and large confined to rich farmers, who are land holders or marginal farmers, while as landless workers and snare croppers who constitute the majority of illiterate and downtrodden rural population have been hardly studied. Proper training of adult education functionaries particularly the instructors, supervision of the programme and the summative (final) evaluation as a check for the learners have not received the priority as subject of research as it should have been. Follow-up action programme and post literacy stage considerations.