CHAPTER II
REVIEW OF RELATED LITERATURE
In the words of Mouly (1963), "The review of the literature is essential to the development of the problem and to the derivation of an effective approach to its solution. It promotes a greater understanding of the problem and its crucial aspects, and ensures the avoidance of unnecessary duplication. Review of the literature provides comparative data on the basis of which to evaluate and interpret the significance of one's findings. In addition, it contributes to the Scholarship of the investigator."

According to Best (1963), "A brief summary of previous research and the writings of recognized experts provides evidence that the researcher is familiar with what is already known, and with what is still unknown and untested. Since effective research must be based upon past knowledge, this step helps to eliminate the duplication of what has been done, and provides useful hypothesis and helpful suggestions for significant investigation."

Therefore it is worthwhile for an investigator to have comprehensive study of what has already been done on the problem and its related aspects. A careful review of the research journals, books, dissertations theses, documents and other sources of informations on the problem to be investigated is one of the important step in the conduct of any research study.

A number of studies have been conducted to find the reasons of low percentage of literacy among the different
disadvantaged groups in India and abroad. Socio-psychological and socio-linguistic researches on educational retardation of the children of culturally deprived and socially disadvantaged groups have been conducted mostly in the United States. These studies have mainly concentrated on the educational problems of the children of the lower sections of the society.

Gadgil (1945) developed a test of reading and writing by which the relapse into illiteracy could be measured. The researcher reported a positive relationship between the sharp fall in the relapse into illiteracy and the progressive increase of the standard in which a student left the school. The significant findings were that (i) it was necessary for pupils to complete a four year course at school in order to ensure the retention of literacy throughout his later life. (ii) In the majority of instances reading and writing habits studied by the researcher were neither developed nor maintained, and that the educational efforts were wasted even though there was no actual lapse into illiteracy. The incidence of relapse into illiteracy was specially high among the middle and backward classes, among the agriculturist and agricultural labourers and among the very poor ones.

Renuka Ray Committee (1959) Elwin Committee (1960) and Gupta (1963) have pointed out that in tribal communities apathetic and indifferent attitude and lack of motivation for education arises mainly due to two main reasons. First, the
social system is alien and it is not adjusted to the socio-economic and cultural needs of the tribal people. Secondly the tribals have certain prejudices and suspicions towards the sincerity of the non-tribals.

Dhebar Commission (1962) and the surveys conducted by the Tribal Research Institute (1970) in some states showed that absenteeism, wastage and stagnation are very high in the schools situated in the tribal areas and these contribute greatly to the slow progress of tribal education.

According to the studies conducted by Reisman (1962) Passow et al. (1967) Witty (1967), revealed that, low socio-economic status, lack of motivation, alienation of the school and family, language difficulties in the learning process etc. are the important factors related to educational retardation and early dropout of the disadvantaged groups in a society.

Sachidananda (1967) has pointed out that irregularity of attendance and extent of dropout is much lower in the case of acculturated tribes.

Most of the literature incorporated in "An annotated Bibliography on Tribal education in India" compiled by Srivastava (1967) point out that the poverty of the tribals, inadequacy of the provision of school and hostel facilities in the tribal areas, the problems relating to scholarships, teachers, medium of instruction, curriculum and syllabi, methods of teaching etc. are the main factors relating to education of tribals in India.
Naik (1969) has shown that the children of upper caste of Bhill society in Madhya Pradesh has been able to go to school and take advantage of the scholarships and hostel facilities made available to them by the government more than the lower and middle socio-economic strata groups. Further, he found that the children from large families were more in the schools than from the smaller families.

Ambasht (1970) has shown that there exists social distance between the teachers and the pupils in the tribal areas. He pointed out that the tribal students have preference for tribal teachers in comparison to the non-tribal teachers as they belong to their own community.

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

Adiseshiah and Ramanathan (1974) conducted study on the educational problems of scheduled castes and scheduled tribes in Tamil Nadu. The study revealed that the percentage of literacy among the scheduled castes increased from 14.66 percent in 1962 to 26.00 percent in 1971. The study further pointed out that the percentage of the dropouts was high at
the primary stage and they mostly came from illiterate homes. The literacy rate of scheduled tribes in the state was found to be 5.91 percent. The scheduled tribe students formed 68.08 percent of the total enrollment at primary, 48.04 percent at middle and 25.57 percent at highschool in the selected districts which accounted for 81.86 percent of the total state population of scheduled tribes.

Agnihotri (1974) in a study on "Evaluation of the programme of Adult Education in Operation under the pilot plan in Wardha District," found that

(I) About seventeen percent of men and women in the age group fifteen to twenty were found to be immature and unstable.

(II) Fifty percent of men and forty one percent of women were found to be young, enthusiastic and ambitious in the age group of twenty one to thirty one.

(III) Life conditions arrested the efforts of the village people for their fate.

(IV) Adult education had not brought efforts of Government. There was no improvement in the standard of living of the village people. Their work efficiency had not increased.

Bhandari (1974) studied the factor which affected retention and dropout in the adult literacy classes in Udaipur district in Rajasthan. He found no significant difference between the persistence and dropouts with regard to their age, sex, caste marital status, occupation,
affiliation with economic, social-political groups, schooling during childhood, size of land holdings and adoption of improved agricultural practices. Significant difference with respect to the content of learning existed between the participants of the literacy and functional literacy classes. The reasons given by the dropouts were: day work, animal husbandry work, lack of interest, school distance, domestic work, and ridicule by friends and relatives. The factors favouring persistence were: need to write letters and to sign, to read books on religion, to maintain farm records and accounts, to learn the language, and to utilize the free time profitably.

Chaudhary (1974) studied the wastage and stagnation among the tribal students in Rajasthan. He points out that socio-economic and cultural problems cause hindrances in the education of tribal children.

Mali, (1974) in his study "Factors Affecting Retention of Literacy among Adult Neo-literate" found that (i) the reading materials had a very high correlation with literacy retention. (II) environmental factors had no influence on retention; and (III) classroom factors needed to be stressed for retention.

Rathnayya, (1974) conducted a study on "structural constraints in Tribal Education." The major findings of the study were (i) Geographical barriers and inadequate school and hostel facilities in the tribal area had been largely
responsible for the slow progress of education of the tribals; (ii) There were variations in the levels of literacy and education among the tribal groups living in the same geographical area (iii) Enrolment was found to be more from the families where the fathers were salaried employees, than that from families where fathers were cultivators or labourers (iv) There was no significant difference on enrolment of children at the primary level from families of different sizes, but there was significant difference at the secondary school level; (v) The rate of dropouts was found to be phenomenal in the schools in the tribal areas, where out of every 100 children enrolled in the first grade only three reached the fifth grade, (vi) The tribal teachers were not proficient in the regional and official languages and the non-tribal teachers were neither given any orientation in the tribal language nor any special training to teach the tribal Children.

Dixit, (1975) conducted study on "A study of Education Need patterns of Adults in the Urban, Rural and Tribal Communities of Rajasthan. The major findings of the study were as follows:

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

(ii) Rural population. The majority of the adults happened to be in the age group of twenty one to thirty five years and were married and illiterate. Agriculture was the main occupation and the income range was Rs. 201 to 300 per month. Majority of them had a favourable attitude towards vocational training. One-fourth of the respondents indicated that they had literacy classes in the village which they could attend only at night.

(iii) Tribal Community: The majority of the adults were in the age group of twenty one to thirty five years and were married. Bhils participated very little in the process of education. Majority indicated that agriculture was their main occupation. Majority of the respondents earned Rs 100/- per month. Majority of the respondents had been deprived of the opportunity for education although it was found that the tribal villages included in the study were having the facility of literacy classes.

Rath (1976) in his study on the problems of equalization of educational opportunities for the tribal children of Orissa found that personal adjustment, physical needs, aspirations and cognitive development create some difficulties in the education of the tribal children. It was also reported that teachers possess negative attitude towards
the scheduled caste and scheduled tribe students irrespective of the fact that some of them are highly talented and many more have average intelligence and academic achievement.

Rathnaiah (1977) while studying structural constraints in tribal situation found that socio-economic constraints operate adversely in the spread of education in the tribal society as maximum percentage of enrolment at primary and secondary stage is from upper socio-economic status which indicates that the parents from low socio-economic status cannot afford to send their wards to schools. The study also revealed that the attitude of the tribals towards education is not antagonistic or unfavourable but most of the schools, being single teacher schools provide inadequate instructions in the initial stages and consequently students face difficulty in English and Mathematics in higher classes. The study has further pointed out that a large number of students abstain from classes due to lack of interest in education, ill health and lack of persuasion by the parents to their wards to be regular in their studies. It was also found that majority of the parents of the school going children want their wards to get education up to matric to seek employment.

Braham Parkash (1978) in his study "The Impact of Functional Literacy in Rural Areas of Haryana and the Union Territory of Delhi, found that (1) functional literacy programme had been instrumental in bringing about a positive and significant overall change in the knowledge status, attitudinal level and adoption behaviour with respect to high
yielding varieties programme of participating farmers (both males and females) of the two age groups 15-25 and 26-35. Functionally literate farmer's knowledge about package of practices regarding high yielding varieties programme was found to be significantly associated with their attitude towards high yielding varieties, but their knowledge was not found to be significantly associated with their adoption behaviour with respect to high yielding variety programme when proficiencies of respondents of exploitation group in literacy skills was assessed through administering various tools. They were found to have acquired skills of reading writing and arithmetic.

Khan (1979) in his study found that parental deprivation, when the children reside in hostels away from parents, has an adverse effect on the academic achievement of the denotified tribal students of Uttar Pradesh coming from low socio-economic status.

Kumar and Murali (1979) found that though caste does not seem to affect the educational development, yet the performance of non-scheduled caste/scheduled tribe students is higher than that of their counterparts in psycho-linguistic and educational aspiration. It was also revealed that children with better educational background at home have higher psycho-linguistic performance and educational background.

Srivastava's work (1970b) revealed that due to
technological backwardness, educational development had been difficult to achieve among the tribal community studied. He also reported that the incidence of dropout was very high and attendance in adult classes was very low, teachers needed more facilities to work efficiently and effectively and high percentage of illiteracy made it difficult to introduce and implement the developmental programme. Cooperative credit societies had proved failure among these tribal people.

Toppo (1979) while studying in the development of education among Oran tribals of Bihar district found that lack of academic atmosphere at home and lack of continued interest of teachers in the tribal students, are responsible for the slow progress of their education.

Sreedharaswami (1980) while reviewing 'comprehensive access to primary education in Orissa', observes that economic backwardness and low per capita income of parents do not leave any alternative to them but to press their children into work force. This leads to wastage and stagnation among the tribal students and develops unfavourable attitude towards school and lack of interest or motivation in learning the subject matter.

Hebsur, Aikara, and Hendriques, (1981) conducted a study on "National Adult Education Programme in Maharashtra: an Evaluation". The major findings of the study were; (i) The majority of the AECs were located in villages which ranked low on the scale exposure to modern world. (ii) Only one third of AEC's were located in school premises. (iii) One
fourth of the AEC instructors were women. (iv) Most of the instructors joined the programme out of a desire to participate in the development of the area (v) Half of the instructors did not receive their remuneration regularly (vi) As many as 93 percent learners were in the age group 15-35, 18 percent were females, 49 percent belonged to weaker sections and 50% were landless. (vii) The AECs gave more emphasis to literacy than functionality and social awareness.

Mariappan, (1981) conducted a study on Adult Education Programme of Rural Unit for Health and Social Affairs (RUHSA)" to assess the impact of literacy, functionality and awareness on learners and found that, social activities and film shows were effective in attracting learners to the centres. At some places, the elite had developed a 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 percent of learners had been able to acquire literacy skills or to raise their literacy level. As regards the functionality of the programme, about 63 percent of learners, had raised the level of their occupational skills. The main causes of failure to achieve full success were irregular functioning of the centres, paucity of funds, lack of interest on the part of the animators and want of amenities.

Pestanjee, Laheria, and Dixit, (1981) conducted a study on "National Adult Education Programme In Rajasthan". The
major findings of the study were:

(i) Most of the learners attending the AEC belonged to the age group 15 to 30. Though most of them were from higher dominant castes, a good number of them were also from among SCs and STs. About two third respondents had farming background. (ii) To be able to read and write, to learn to sign and to maintain accounts were the three main reasons for joining the classes (iii) Important suggestions given by the learners were: proper arrangements for lighting, seating and drinking water, facilities of games and recreation etc. Women however also needed permission from the family to come to the centre. (iv) Almost all the village elites considered the performance of the AECs quite satisfactory. (v) About 75 percent instructors were matriculates or under matriculates. The main occupation of the instructors was farming and most of them were from the village. (vi) Most of the instructors had a very favourable attitude towards their work, although 80 percent of them felt that their honorarium was insufficient (vii) About 7, percent instructors had undergone training of different durations. Most of them had received training of seven to eight days (viii) Supervisors mainly helped the instructors by delivering some talks and providing information on different subjects. (ix) Most of the supervisors were either graduates or post graduates.
About 40 percent supervisors had attended a training programme of ten to eleven days duration. Lack of conveyance, inadequate travelling allowance and insecurity at night were the main problems facing the supervision work. As per District Adult Education Officers, the problems were: lack of interest among the people in adult education, lack of conveyance for supervision and non availability of suitable instructors.

Aikara, and Henriques, (1982) studied the functioning of Adult Education Programme in Maharashtra, and found that, the AECs were functioning mostly in instructors houses. Forty four percent of the instructors had a formal education below SSC level. Only 35 percent of them got training before functioning AECs. Many of the supervisors complained about extensive and time consuming tours. Literacy seemed to have been taught in all the AECs. Instruction related to social awareness and functionality was neglected in most of the AECs. The difficulties mentioned by the instructors in teaching functionality and social awareness were lack of knowledge on their part about the content to be taught in these two areas, lack of interest of the learners and non availability of instructional materials. Around 25 percent of the learners could achieve 100 percent scores in literacy and numeracy. Only one percent of the learners got 100 percent marks in a functional knowledge test and none of the learners could score 100 percent marks in a social awareness knowledge.
test. In comparison with the potential learners, the AEC learners had a higher level of functionality and social awareness. There was a significant correlation between literacy, functionality, and social awareness. A majority of the learners expressed positive reactions in terms of application of social awareness in life situations.

Bastia, K.C. (1982) conducted "A study of the National Adult Education Programme in Tribal Region of Orissa State" and the major findings of the study were (i) According to the 1971 census, 81.08 percent of the population in these belonged to the scheduled tribes. A majority of them were cultivators and daily wage earners. (ii) Only a small portion of the land in these villages was irrigated. The infrastructure facilities in these villages with regard to water supply, roads, electricity, educational institutions, banks, cooperative societies etc. were inadequate. (iii) Most of the villagers were not aware of scientific methods of cultivation, such as the use of modern implements, fertilizers, pesticides and soil testing. (iv) Most of the tribals had poor knowledge of health and sanitary conditions as well as the local political organisations. (v) Although most of the instructors were from the tribal communities, they were poorly qualified. Except for a few, they received only a week's training, which was ill planned and inadequate. (vi) Out of the forty centres, a majority of them were located at the residence of villagers and instructors. Most of the centres lacked proper physical facilities with regard
to seating and lighting arrangements, (vii) Lack of proper physical facilities at the centres, dearth of qualified instructors, irregular payments, irrelevant curriculum and instructional materials and infrequent supervisions were the main bottlenecks in effective functioning of the programme.

CASE, MSU, (1982) conducted an enquiry to study the coverage achieved under the National Adult Education programme (NAEP) in terms of the area, i.e. talukas and villages brought under the programme, with reference to the local needs as stated by the NAEP outline (1978) and the functioning of Adult Education Centres (AECs) with regard to organization, facilities, composition, training of personnel, working of the functionaries, community involvement, and relevance of programme as perceived by beneficiaries, functionaries and the community.

The findings of the study were that, the progress of NAEP in terms of opening of centres was not satisfactory. Planned efforts for coverage of needy group of learners under NAEP was viewed with skepticism. As many as 84 percent of the learners belonged to the 15 to 35 age group. Also 96 percent of the learners belonged to needy sections of the society. Seventy five percent of the instructors were men which fact had, possibly, influenced the enrolment and attendance of women learners at the AECs. Of course most of them were from backward communities. Many village leaders had expressed concern over lack of regularity of classes due to truancy.
among learners and some time even among instructors. Activities provided at the AECs were essentially geared towards the acquisition of literacy and numeracy. Most of the instructors, village leaders and learners expressed the view that the instructional material were appropriate for acquisition of literacy and numeracy. A large number of supervisors participated in the various activities of the AECs. Such as demonstrations and field visits during their supervision of AECs. Several village leaders had expressed the need to improve the facilities at the AECs and some of the learners had complained about bad lighting and noisy environment. Almost all the learners had perceived the impact of the programme on their numeracy and literacy skills. They were also influenced by two other aspects, viz, family welfare and personal habits. The impact with regard to the objective of social awareness and functionality was just marginal. Most of the villages gave community support to the programme.

Desai, Patel, and Shah, (1982) conducted a study on "An Appraisal of the implementation of the National Adult Education Programme in the state of Gujrat", and found that, the adult education organizers had difficulties in recruiting functionaries as the remuneration was inadequate. They were doubtful about receiving the co-operation of adults because of the social resistance faced by functionaries and a misguided apprehension among them about the impossibility of the task. About 64 percent of the respondents felt that the
functionaries displayed a good measure of interest and enthusiasm for and efficiency in the discharge of their functions. The functionaries were of the opinion that the level of achievement in literacy and numeracy was better than that in promoting development of functional skills and awareness in which areas the results were disappointing. It was observed that the adult education functionaries, by and large were efficient in classroom communication. Both lectures and group discussions were popular methods being used in adult education class. The project officer and supervisors felt that the training programme was effective. The main suggestions for improving the training programme were i) training be imparted at one place. (ii) Training be imparted more frequently. (iii) Congenial accommodation be provided during training (iv) The number of trainees be limited to 30 per class. According to adult education functionaries, the major problems facing adult education programme are inadequate physical facilities, inadequate teaching aids, irregular and inadequate remuneration, difficulty in getting proper functionaries and inadequate interest on the part of the adult learners due to physical fatigue after a day's hard work.

Muthayya, and Hemlatha, (1982) Conducted a study on "Adult Education in Rural Development: A study of the process of Implementation in Block" and found that right from the block adult education officer to gramsevak, the officers were
neither oriented to the adult education programme, nor had they been given any understanding of the development scheme. The duration of training given to adult education functionaries was quite inadequate as judged by the functionaries themselves. The state resource centre did not make any field survey to identify learners' needs to develop the required learning and teaching materials. The adult education programme placed too much emphasis on literacy component. Involvement of local leaders in the adult education programmes was restricted to providing accommodation for adult education centres and persuading learner to attend the centre. The learners in the adult education programme had a favourable attitude to the programme. However, their perception was limited to literacy skills and they had no awareness regarding the National Adult Education Programme. Many of the learners dropped out of the programme for reasons like over busy work schedule and family problems. The learners did not have a clear perception of the benefits of the programme. Most of the learners suggested recreational facilities and mass media exposure through radio and television wherever available.

Srivastava (1982) in a study of sociological problems in tribal education in Madhya Pradesh found that the factors like family customs and traditions, illiteracy and fatalistic approach to the education of their children and behaviour of upper caste people and outsiders living in the tribal areas towards tribal people are major hindrances in the
Lakshminarayan, (1983) conducted a study on "A study of Adult Education among Tribals of Visakhapatnam District of Andhra Pradesh" found that, the maximum number of adult participants (94.96 percent) were found to be below the age of 35 years. Many participants (45.89 percent) attended classes for about 61 percent of the working days of centres and 16.45 percent attended 41 to 60 percent of the days. The maximum number of participants (72.94 percent) was found to have no previous education at all and 27.06 percent were found to have previous education from 1st to 6th standard. A majority of participants (77.45 percent) were found to be in the income range of rupees 500-1500 a year.

About 76.13 percent of the participants stated that, because of heavy work, they could not attend the classes regularly and 50.40 percent gave health problems as the reason. About 37.66 percent of participants said that they had attained a knowledge level comparable to that of third standard students of the normal school followed by 29.44 percent who said that they had attained the first standard level of knowledge. About 63.66 percent said that they wanted to learn more about agriculture and 52.52 percent about health. About 82.77 percent of the participants expressed that they were facing agricultural problems.

Lal and Mishra (1983) conducted a study on "Adult Education in Bihar (Third Appraisal-1982)" to evaluate the
functioning of adult education programme in Bihar as implemented through Rural Functional Literacy projects and found that, the AECs opened for the disadvantaged groups, viz, women and scheduled castes, were almost adequate to their proportion in the general population. Learner's performance was good in reading and writing and average in numeracy. With regard to upgradation of functional skills and social awareness, most of the learners were aware of institutional facilities and services available at the block, panchayat and village levels.

Sharma (1983) studied the educational backwardness of the tribal students of Madhya Pradesh and reported that large family size, scarcity of funds, and meagre means of living contribute to low literacy among them. It was also reported that the tribal student finds himself cut off both from original and adopted social circles while studying and is sometimes tempted to leave the studies. Diguemurati (1983) while discussing the problems of tribal communities, in general, reports that illiterate parents hardly encourage their children for education which may be attributed to the negative attitude and apathy towards education.

Xavier Labour Relations Institute (1983) conducted a project to evaluate three essential components, namely, literacy functionality and awareness, of the National Adult Education Programme in Bihar and found that, occupationally most of the learners were marginal farmers and most of them lived below the poverty line, with a per capita monthly income
of less than Rs 60. The primary objective of going to the education centre was to acquire the ability to sign their names, learn how to calculate and obtain some general knowledge. The instructors were the primary motivators to draw them to the centres. The qualitative content of teaching in some subjects related to agriculture, animal husbandry and poultry seemed to be adequate and relevant, but as regards health and child care specific approach was lacking. There was a mutual inhibition between SC and ST about sharing food with each other, SC/ST groups looked down upon each other. The majority of the SC learners would legally challenge discrimination in use of public wells and temple entry and take it up with government agencies. Majority of the learners emphasized the literacy side of the programme and mentioned specifically the acquired ability to sign their names, basic skills in calculation which helped them in their business. Many of them suggested an increase in the duration of the programme and expressed the need for training in income generating occupational skills.

Madras Institute of Development Studies (1984) conducted a study on Adult Education Programme in Tamil Nadu and the study highlighted the need for encouraging diversified approaches to instruction. It suggested that self-learning materials must be designed for enhancement of literacy skills, functionality and awareness. Honorarium to instructors must be enhanced. Part time competent instructors must be invited to serve AECs. Suitable strategies should be
adopted, through the use of massmedia and peergroup pressure, to sustain the motivation of learners.

Panda (1984) analysis the characteristics of adult illiterates and their perception of learning environment. The study finds that illiterates generally belong to homes where poverty, large families and agriculture as occupation are the main features. Learners belonging to SC/ST sub groups preferred a favourable climate, affectionate teachers and relevant curriculum. The SC/ST had a feeling that they would be alienated from the larger society after being educated.

Visari, and Patel (1984) in their study "Adult Education Programme in Gujarat An Indepth Study" found that none of the AECs 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. The instructors were contented if ten to twelve learners acquired the basic skills in the 3 Rs. A majority of the learners who had acquired literacy had earlier schooling. The respondents of the different categories complained that the ten month duration of the AECs was too short for basic literacy programmes because of learners high irregularity. Classes of reported good AECs were arranged for the occasional visitors. The AECs didnot function regularly because of lack of interest of learners and instructors and lack of time. No efforts were made at the organizers level to
understand the problems of starting of AECs and their regular work ability. In almost all cases the programme worked in a formal pen-paper manner. It was estimated that around eight percent of total AECs had functioned reasonably well with the criteria of success of attainment of the basic 3 Rs.

Kundu (1985) Conducted a study on "Methods of Adult Literacy, Relevance of Bombay University Model, found that, the Bombay University Model was most effective for teaching adults. The Bombay University Model satisfied the parameters of learning at the cards used in the method had names of various parts of the human body and learners, bring conversant with their names, showed more involvement in the cards; (b) the method satisfied the basic requirement of learning process namely the law of readiness, the law of exercise and the law of effect (c) 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.

Verma (1986) Conducted a study on "A study of the factors affecting literacy programmes in Tribal Areas of Himachal Pradesh" and found that the Government of Himachal Pradesh had taken various effective steps, namely opening of new schools in the farflung tribal areas, providing mid-day meals, scholarships and free text books to the poor and needy tribal students and free stationary and scholarships to all the scheduled caste students among the tribal communities for increasing the enrolment of children at the elementary stage.
in tribal areas. However these steps did not prove to be effective due to the fact that there was inadequate teaching staff in the elementary schools, the condition of school building was far from satisfactory, there were no proper sitting arrangements for students and teachers, and facilities like mid-day meals, free text books uniforms and scholarship etc. were not provided to the students at the proper time. A majority of the teachers included in the study were in favour of residential schools in tribal areas. Factors like literacy and poverty of the parents were also responsible for low enrolment at elementary stage. As smoking and drinking liquor were very common among tribal adults, the children were also initiated into it from early childhood and this led to their dropping out at the elementary stage. The findings of the study suggested that there should be provision of curricular activities in the schools and every school should be provided with Radio, V.C.R. film projector, etc. The parents whose children were studying in the schools were of the view that the presence of a school in every village, provision of scholarships and mid day meals, etc. would lead to high enrolment at the elementary stage. However, the parents whose children were not studying on the schools opined that poverty was the main hindrance in the enrolment of their children. As regards adult education factors like household work, poverty, cold climate, illiteracy and lack of employment opportunities contributed
to the low enrolment as well as to the dropout of adult education centre in every village, distribution of free reading and writing material provision of information about new techniques of agriculture, horticulture animal husbandry and poultry breeding were some important factors which encouraged adults to attend the centres.

Gupta (1987) conducted a study on evaluation of Adult Literacy Centres in relation to their programme objectives in the state of Himachal Pradesh and found that fifty six percent of adult learners belonged to the socially disadvantaged group (i.e. scheduled castes and scheduled tribes, occupational eighty two percent of the adult learners were agriculturists, income of the adult learners revealed that 71.33 percent had a family income of less than rupees 2000 per annum. Twenty percent of the adult learners belonged to families whose family income was above rupees 2000 per annum. With respect to the reasons for attending the adult education centre, 33 to 41 percent attended the centre to learn to read, write and sign his/her name. Eleven to eighteen percent of adult learners mentioned that they joined the adult education centre due to reasons such as becoming literate, learning to read newspaper, learning to write letters to friends and relatives and to learn about agriculture/ horticulture and their modern techniques. 18.33 percent of the adult learners were satisfied with the functioning of adult education centres whereas 81.66 percent were not satisfied with the functioning of the adult
education centres. Expressing the attitude towards the functioning of the adult education centres, half of the village elites had positive attitude whereas the other half had negative attitude towards the functioning of the adult education centres. 55 percent of the village elites were satisfied with the content and methodology of teaching. In expressing opinion regarding the success of running the adult education centres, 25 percent of the supervisors responded 'Good' 58 percent mentioned satisfactory and 17 percent stated unsatisfactory. Fifty percent of the project officers had problems such as planning was not done according to the demands/needs of the scheme and no separate cell for the monitoring and evaluation of the programme.

2.1 STATEMENT OF THE PROBLEM

Review of the related literature reveals the factors impeding the progress of literacy programme among the most needy sections of the society, that is tribal population. Some of the studies have attempted to identify the educational needs of this section of population.

In order to give impetus to this Programme, Central Government setup a National Literacy Mission (NLM) on 1988. Under the aegis of NLM there is provision for the establishment of Janpad Shikshan Nilayam, all over the country on a phased manner, with a view to institutionalise post literacy and continuing education programmes. Continuous evaluation of a programme is essential to monitor its
progress. Therefore the problem for the present study is stated as under:

"JANA SHIKSHAN NILAYAM PROGRAMME IN TRIBAL AREAS OF ORISSA - AN EVALUATIVE STUDY"

2.2 SIGNIFICANCE OF THE STUDY

Since world war II perhaps the most compelling argument for human resource development is that literacy and schooling will lead to economic growth in countries which are able to make sufficient investment. According Anderson and Bowman (1965) "80 percent national adult literacy rate would be necessary for rapid economic development, while a 40 percent literacy rate would be required for a minimal amount of economic development". When we see the case of literacy percentage in India, which is only 36.27 percent according to 1981 census report, it indicates that we are not even at the minimum stage of literacy level (i.e. 40 percent) to achieve the minimal economic development of the country. The case is more serious among the tribals, According to the all India literacy rates of Scheduled Castes/Scheduled Tribes, are 21.38 and 16.35 percent respectively as against 41.20 percent of non SC/ST population. The proportion of enrollment of SC/ST children continues to be less than their population proportion and the dropout rate continues to be very high at all levels of education. This shows that the extent of literacy rate among the tribals is too less. In this regard the Article 46 or the Indian constitution provides.

"The state shall promote with special care the
educational and economic interests of the weaker section of the people, and in particular of the scheduled castes and scheduled tribes, and shall protect them from social, injustice and all forms of exploitation".

The NPE (1986) states the following regarding the education of minorities.

"Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interests of equality and social justice.

India has the largest concentration of tribal population anywhere in the world except Africa which constitute a very significant part of disadvantaged and deprived groups of people who are economically weaker and socially exploited. The importance of education for the overall development of the tribals has been emphasised by all the commissions and committees set up from time to time to equip the tribals to meet the challenges, broaden their outlooks and build their inner strength for participating in the process of socio-economic and political development of the country.

According to the Third Survey of Research in Education (Buch, 1987) and Educational Research and Innovations Committee (ERIC) of the National Council of Educational Research Training, New Delhi have suggested some priority areas in educational research keeping in view the National Policy of Education 1986. Programme of Action (1986), which are based on the research studies designed to identify
educational needs and problems of the scheduled caste and scheduled tribe children, rural girls and children from economically deprived sections of the society".

According to the National Literacy Mission (1988) "Promotion of Literacy has been identified as one of the five major technological missions with a view to applying technology and scientific research for the benefit of the deprived sections of the society and the areas which are critical to the country's development".

Since independence the tribal communities were provided with many incentives by the central and state government so as to fulfil the constitutional obligation of compulsory and free education of children in the age group 6-14 years and to bring them at par with the non-tribal children. Some concessions in the form of reservations in the institution of medical, employment are provided to these people. So that the children of these deprived groups may be able to enter the mainstream of national life through all possible ways by channelizing their inherent energies successfully for their utilization for their own benefits, the social groups which they belongs, and the nation. But the tribal children have not been able to benefit fully inspite of all these facilities and incentives. Due to various reasons they are forced to leave the schools without completing even the primary education.

The case of tribals is same in Orissa also. Orissa is land of tribal dominated state where more than 50% of
population lives in tribals areas. The majority of the people are having lack of proper housing, clothing, sanitation and the like. Living under these uncongenial conditions with poverty, malnutrition and illness, they have almost lost the faculty of clear thinking. Though the reasons are many and varied, the most important and crucial reason is illiteracy and ignorance among the tribal communities of Orissa. They lack ambition and motivation, in the material sense of the terms. They lack skills and understanding to utilise the emerging new opportunities provided by different agencies, organisations and programme run by the government.

The Jana Shikshan Nilayam (JSN) which was started in 1988 under the National Literacy Mission (1988) has given greater emphasis for the welfare of the tribals by establishing Jana Shikshan Nilayam for providing post literacy and continuing education. It also aims to ensure retention of literacy skills, provision of facilities to enable the learners to continue learning beyond elementary literacy and create scope for application of their learning for improvement of their living conditions.

That's why it is very much essential to evaluate the JSNs to see whether the objectives are being fulfilled or not. Evaluation of a particular programme reveals the social change in a meaningful manner and evaluation is acutely necessary from time to time for better social and economic development of a nation. By evaluating the JSNs in tribal
areas of Orissa the investigator will come to know the functional aspects of JSNs, i.e. (i) whether the JSNs are running properly or not according to the objectives mentioned in the NLM document? (ii) whether the JSNs are able to fulfil the desired educational needs of the tribals or not? (iii) The different types of difficulties and deficiencies faced by the learners and preraks in their respective JSN will be known (iv) lastly the problems faced by the Distt, Adult Education Officers and their suggestions in this regard will be attempted. Also the views of key persons in the filed of Adult Education such as Director/Deputy Director of Adult Education will be collected.

A thorough investigation of all the above points will be conducted by the investigator and the findings and suggestions of this concerned problem will immensely help the administrative personnel, planners and policy makers to implement it in practical field for the smooth and speedy progress of JSNs which would make the goal of National Literacy Mission (1988) most successful and fruitful.

2.3 OBJECTIVES OF THE STUDY

1. To Study

a) the socio-economic background of the learners.

b) their reasons for attending the Jana Shikshan Nilayams (JSNs) and

c) Suggestions for improving the functioning of Jana Shikshan Nilayams (JSNs).

3. To ascertain the views of village education committee (VEC) about the functioning of JSNs and their suggestions for improvement.

4. To study the method for organizing and supervising the JSNs by District Adult Education Officers and their problems and suggestions in this regard.

2.4 DELIMITATIONS OF THE STUDY

The present study was delimited in its scope in the following aspects.

- Three tribal sub-plan districts namely 1) Koraput 2) Mayur Bhang and 3) Sundargarh were chosen out of five tribal sub-plan districts of Orissa, namely 1) Koraput 2) Mayur Bhanj 3) Kendujhar 4) Sundargarh 5) Phulbani.

- From the three selected tribal sub-plan districts 25 percent JSN centres were selected.

2.5 OPERATIONAL DEFINITIONS OF THE TERMS USED

JANA SHIKSHAN NILAYAM (JSN)

In the present study JSN means a permanent centre for post literacy and continuing education. It aims to ensure retention of literacy skills, provision of facilities to enable the learners to continue learning beyond elementary literacy and to create scope for application of their learning for improvement of their living conditions. It was
started in 1988 under National Literacy Mission, the objectives of JSN are:

1. Provision of facilities for retention, continuing education and application of functional literacy.
2. Dissemination of information on development programmes, widening and improving participation of traditionally deprived section of society.
3. Creation of awareness about national concerns such as national integration, conservation and improvement of the environment, woman's equality, observance of small family norms etc. and sharing common problem of the community.
4. Improvement of economic condition and general well being as well as improvement of productivity.
5. Recreation for healthy living.

TRIBAL AREAS

In the present study tribal areas means the particular areas which have been declared by the Govt. of India, subsequently by Govt. of Orissa as the Tribal Sub-Plan Areas due to the social and economic back-wardness of the people inhabiting. The tribal sub-plan areas include the following five districts of Orissa (out of thirteen districts).
1. Mayur Bhanj District
2. Kendujhar District
3. Phulbani District
4. Koraput District
5. Sundargarh District
PROGRAMME

In the present study programme means the overall activities of JSNs, running under the National Literacy Mission (1988).

EVALUATION

Evaluation meant appraisal of the JSN programme in terms of stated objective in (2.3).