CHAPTER VII

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CONCLUSIONS AND SUGGESTIONS

7.0 CONCLUSIONS OF THE STUDY :-

After making an analysis and interpretation of the data, conclusions have been drawn by the researcher for each unit of both the research areas 'Food' and 'Water'. As seven groups were formed for analysis of data, the conclusions of each group of each unit of both the research areas 'Food' and 'Water' may be described as follows :-

7.1 WHEN NEO-LITERATES OF GROUP A WERE COMPARED WITH NEO-LITERATES OF GROUP B :-

The mean of the group B was found greater than the group A for each unit of both the research areas 'Food' and 'Water'. It shows that they learn more when were taught through programmed text their full involvement in learning process was found. It was also concluded that learning through programmed text is easier than simple text.

Thus, findings of the study clearly showed the effectiveness of the programmed text developed by the researcher for neo-literates.
7.2 WHEN NEO-LITERATE WOMEN OF GROUP A WERE COMPARED WITH NEO-LITERATE MEN OF GROUP B

Mean achievement score of neo-literate women of Unit 1 of research area 'Food' was found greater than mean achievement score of neo-literate men of Unit 1 of the same research area.

As it was the first unit (Food and Health) of research area 'Food', the neo-literate women could not understand the pattern to follow the process clearly. Thus, the learning through programmed text requires practice. It means when the learner gets more opportunities of passing through the process, learning through programmed text becomes easy for them. Therefore, clarification of the steps of the process of programme learning is essential for the learners as to get success in the process.

The means of the achievement scores of neo-literate men of group B of units - 2, 3, 4, 5, 6, 7, 8, 9 of research area 'Food' were found greater than mean achievement score of neo-literate women of group A.

The mean achievement scores of neo-literate men of group B was also found greater than the neo-literate women of group A for the units 1 to 9 of the research area 'Water'.

Therefore, the programmed text of both the research areas 'Food' and 'Water' was found effective to learn the concepts of related research areas.
When neo-literate men of group A were compared with neo-literate women of group B

The means of achievement scores of neo-literate women of group B was found greater than the neo-literate men of group A. This result was obtained from all the units of research areas 'Food' and 'Water'.

It indicates that the neo-literate women learn more through programmed text than the neo-literate men of group A, who were taught through Simple Text. Therefore, learning through programmed text was found more effective than simple text.

When neo-literate men of group A were compared with neo-literate women of the same group, keeping simple text as a constant variable. In this case on one side the mean of the achievement scores of neo-literate men was found greater than the mean achievement scores of the neo-literate women of the same group for Unit Nos. 3, 6, 7, 9 of research area 'Food' and Unit Nos. 4, 5, 8, 9 of research area 'Water'. On the other side the mean of the achievement scores of Unit Nos. 1, 2, 4, 5, 8 of research area 'Food' and Unit Nos. 1, 2, 3, 6, 7 of research area 'Water' were found greater for neo-literate women than the mean achievement scores of neo-literate men.
7.5 WHEN NEO-LITERATE MEN OF GROUP B WERE COMPARED WITH NEO-LITERATE WOMEN OF GROUP B

When group B was compared gender wise, keeping programmed text as a constant variables, the mean achievement scores of Unit Nos. 1, 2, 3, 4 of research area 'Food' and Unit Nos. 3, 9 of research area 'Water' were found greater for neo-literate women of group B than the mean achievement scores of neo-literate men of the group B.

For other Units i.e. for Unit Nos. 5, 6, 7, 8, 9 of research area 'Food' and for Unit Nos. 1, 2, 4, 5, 6, 7, 8 of research area 'Water', the results were in favour of neo-literate men of group B, as their mean of achievement scores were found greater than the mean of achievement scores of neo-literate women of group B.

7.6 WHEN NEO-LITERATE WOMEN OF GROUP A WERE COMPARED WITH NEO-LITERATE MEN OF GROUP B

The mean of the achievement scores of men of group B was found greater than neo-literate women of group A for all the Units of both the research areas 'Food' and 'Water'.

It showed that learning through programmed text was found more effective than learning through simple text for neo-literate women.
7.7 WHEN NEO-LITERATE MEN OF GROUP A WERE COMPARED WITH NEO-LITERATE MEN OF GROUP B

The mean of the achievement scores of neo-literate men of group B was found greater than neo-literate men of group A. This result was found for all the Units of both the research areas 'Food' and 'Water'. Therefore, it was concluded that when neo-literate men were taught through programmed text they achieved greater than the neo-literate women of group B. Thus, learning through programmed text was found more effective than the learning through simple text.

7.1.0 IMPLICATIONS

It is of great importance that at this time, when the world is reflecting more and more upon man environment interaction, we all remind ourselves that the total life of an individual, his behaviour patterns, decisions and well-being affect and are affected by the environment within which he lives and interacts. The role of adult education in this task cannot be over-emphasised. Efforts geared towards that end should, therefore, be considered in all modern day adult education programmes. It is only the education through which we can develop in an individual certain attitudes, skills and knowledge that will enable him to interact successfully and live in harmony with the forces and elements that surround him and sustain his life. The need of the day is to make individuals
realize their capabilities and improve upon these capabilities to help solve the problems of the environment, thus, with the creation of awareness and realization of capabilities in the populace, individuals would be in a better position to act in more appropriate ways to protect the environment.

In order to acquaint the adult learners with the knowledge of environment suitable well organised curriculum interested to learners is required. The present study is a humble attempt in this direction. Analysis, interpretation and conclusions of the present study clearly showed that introduction of new teaching-learning techniques in educational process in the form of programmed text helped the learners to perform better in related field changes bring novelty in the programme as well as help us to improve the programme. This study contributes new teaching-learning technique in the form of programmed instruction to the fun of knowledge. This text will help to produce of talent and calibre in adult learners who will be 'environmentally literate citizenary in future. Such sustained efforts should be made to improve the coverage of adult education programme.

7.2.0 SUGGESTIONS

Human population today is at exponential phase of its growth resulting in a phenomenal increase of human beings and limited sources at its command has created a situation
which threatens the existence of man himself. The realization
of this fact has led proper to put all their efforts to
control the population growth. Alongwith this it has also been
essential to bring under control the deteriorations of the
environment caused due to unwise use of the resources. But
for solving this problem it is essential that general masses
be apprised of the problems and only through them some fruitful
result could be obtained. India having a large population and
limited resources has a great proportion of illiterate persons.
It is all the more difficult to impart education to such
population about the problems of environment. It is also
essential that a general awareness is generated amongst masses
so that the environment is treated well and not allowed to get
further deteriorated. The protection of environment is a matter
of national concern. It is reflected in the Directive Principles
of State Policy of our constitution also. We will have to
transform man from a destroyer of the environment into a
protector of the environment.

Although we have made progress to improve the
environment, still there is a scope for improvement. The
problem of increased developmental activities manifested itself
through major environmental problems on a large scale in India.
This led to comprehensive legislation at the national level to
control environmental problems, and has ultimately resulted in
the formation of a Department of Environment at the national
level. Various functional departments of the Union Government
have initiated action to have advisory committees on environment. At the state level, committees have been constituted to advise on specific matters concerning environmental protection. Expert committees are appointed to assess the unfavourable impact on the environment, and suggest measures to minimize the damage. In this direction, researches in different aspects have been carried out in various departments of Universities and colleges and research centre. In India resources are limited, while opportunities for research in environment are many. Hence, it would be wise to manage all our resources to maximise the benefits from them.

It is also well known that to achieve a pleasing environment, the concerned efforts of academic institutions, professional societies, government agencies, N.G.O.S. private industries and the public are necessary. Thus Universities could play a major role in providing facilities for identifying and defining research-oriented problems in this important area.

Post-literacy programme is a training programme which helps for the development of communities. In the process of its implementations it must increase not only the technical capacity of neo-literates, but also their openness to innovation. Neo-literates are much more concerned with "How" than "Why". Thus it is essential that needs and ulterior knowledge of
neo-literates should be taken into consideration, while giving them a scientific training involving the participation of all neo-literates at all levels of action. As for the final objective of post-literacy programmes, apart from the various aspects that they may cover, as a type of training which is meant to respond to people's needs with their daily problems, functional literacy must essentially contribute to the communities socio-economic transformation. It should improve the health conditions of the village members, encourage their participation in the social organization, increase their income, in short improve the quality of their life.

The Paris Declaration of 1985 recognizes literacy as a human right. It records that all illiterates must have "the right to learn, the right to read, the right to question and analyse, the right to imagine and create and the right to read one's world and to write history".

The post-literacy material should be well organised, well coordinated, properly researched which can retain the interest of neo-literates but also expand his understanding simultaneously. Material should be helpful to motivate the neo-literates continuously. Post-literacy material should arouse in neo-literates an interest in reading and increase their awareness about the world outside. The words and sentences employed in post-literacy material must represent genuine
communication, and concrete thought reflecting learner's own home, his way of life and his surroundings.

SUGGESTIONS FOR FURTHER RESEARCHES

Research findings of this study provides an insight for further researches. Following points may be taken into consideration for further researches:

1. Development of post-literacy material of Population Education for neo-literates on the basis of their educational needs, interests and aspirations in rural community.


3. Development of Programme Learning Material on Health Education.


5. A comparative study of Programmed Learning Material and Traditional Methods in the Teaching of Language To Adult Learners.


9. An Experimental Study of Teaching Learning Situation Through Programmed Text on Environmental Sciences for Junior Classes.

10. Development of Programmed Learning Material in Health Education and to Investigate into its Effectiveness.