Chapter - 5

SUMMARY AND CONCLUSIONS
(1) Need for the Study
(2) Statement of the Problem
(3) Objectives
(4) Hypotheses
(5) Methodology
(6) Findings
(7) Suggestions for Further Research
(8) Implications of the Study
NEED FOR THE STUDY

Recognising the need for the education of the masses in the country, the government has launched a good number of adult education programmes like Social Education Programme (1949), Farmers Functional Literacy Programme (1966-67), Non-Formal Education for Women (1975), National Adult Education Programme (1978), Point No. 16 of the New 20 Point Programme (1982), Mass Programme for Functional Literacy (1986), National Literacy Mission (1988).

The objectives of these programmes basically are: (1) to extend educational opportunities to illiterates in terms of reading, writing and numeracy, (2) to create awareness among the beneficiaries of the programmes about social concerns, social problems, development initiatives and about various facilities and opportunities available to the masses, (3) to provide scope for the neo-literate to strengthen and further the basic literacy skills acquired by them.
through the post-literacy and continuing education centres and (4) to pave way for enhancing the quality of life of the beneficiaries of the continuing education centres in social, economic and cultural aspects through different types of programmes. The co-operation of government and non-government organisations, community members including the beneficiaries, educated members, social workers, philanthropists is solicited in this endeavour.

The objectives of adults and continuing education programmes are quite laudable but in a country like India where there are different variations geographically, socially, politically, culturally, the realisation of the objectives is not similar and uniform. Kerala has achieved the highest literacy rate whereas many states are lagging behind and the literacy rates range from 43.75 per cent (Bihar) to 90.92 per cent (Kerala). Working with people is itself a process of social engineering and it all depends upon the abilities of the functionaries in visualizing the contexts and in realizing the objectives through effectively deploying the material, physical and human resources. The programmes of continuing education need to be implemented effectively and efficiently and research support has a major role in suggesting workable strategies through analysing the field situations and grossroot level ground level realities. The scope of evaluative studies is not limited to the number of persons made literate and its role is vital in suggesting changes in ideologies methods, designs, policies, procedures etc., with a view to improve the programmes. Evaluation should take
into consideration the whole range of activities right from pre-planning, planning, implementation to final impact and the benefits it provides from various dimensions. Evaluation should thus be purposive and objective based. With this backdrop, it can be stated that the purposes of evaluating the continuing education programmes should reflect on the merits and demerits of the programme, the problems faced by the functionaries and beneficiaries, the status of the physical arrangements and other inputs, the motivational levels, the quality of the post-literacy and continuing education materials, the efficiency of the preraks, the viability of the administration, the utilisation of finances etc. To put in short, evaluation can concentrate upon the socio-economic context, the inputs, process and product aspects.

The present investigation aims at assessing the socio-economic status of the beneficiaries of the continuing education programmes, the opinions of the neo-literate (who happen to be the major beneficiaries of continuing education) with respect to the various facilities like physical facilities material facilities and different service facilities available in the centres, the problems faced by the neo-literate in attending the centres, the different factors influencing the motivation of the neo-literate and the level of satisfaction of the neo-literate with respect to them, the performance of neo-literate in reading, writing and numeracy, the benefits derived through literacy by neo-literate, the activities carried out by the preraks and the level of satisfaction of the neo-literate with them. Thus, the
main concentration of the study is with respect to the neo-literates who happen to be the direct beneficiaries of the continuing education programme and the information generated would be primary in nature. The study provides the feedback information which could be utilised by the district administration and National Literacy Mission to design effective strategies in implementing the continuing education programme.

STATEMENT OF THE PROBLEM

An Evaluative Study of Continuing Education Programme in Chittoor District.

OBJECTIVES OF THE STUDY

Evaluation of a programme requires a critical framework, methodology and the objectives of evaluation should be clear before the investigator takes up the field work. The evaluation of programme should consider different dimensions and focus upon related aspects. However, keeping in view the resource constraints the investigator has made an attempt at the micro level to study certain aspects of the programme. The following objectives were formulated for the purpose of the study.

Objectives

1. To study the socio-economic status of the neo-literates;
2. To assess the performance of neo-literates in literacy skills,
3. To evaluate the physical facilities, materials and activities of the centres.

4. To find out the motivational factors for participation and reasons for non-participation of learners.

5. To study the impact of the literacy campaigns as perceived by the neo-literates.

HYPOTHESES

Keeping in view the objectives of the study, the following hypotheses were formulated.

1. Variations exist in the socio-economic status of the sample.

2. Neo-literates differ with respect to their performance in literacy skills.

3. Variations exist with respect to the availability of physical facilities in the continuing education centres as perceived by the sample.

4. Variations exist in the perceptions of the sample with respect to content areas of the materials, illustrations and get-up and practice in daily life.

5. There exist variations in the activities of continuing education centres as perceived by the sample.

6. Variations exist in the motivational factors as perceived by the sample.

7. Learners differ with respect to reasons for non-participation in the centres.

8. Learners vary with respect to the perceptions relating to the impact of literacy campaign.
METHODOLOGY

a. Sample

Recognising the role of evaluation in implementing the continuing education programme, the investigator (who happens to be a middle level functionary in the programme) decided the universe of the sample to be confined to Chittoor District and adopted 'Simple Random Sampling Technique' (survey design) for the investigation.

Chittoor District consists of 66 mandals. At the first stage out of 66 mandals, 6 mandals were randomly selected namely, Renigunta, Ramachandrapuram, Nagari, Srikalahasthi, Sodam and Punganur. Each mandal consists of around 30-40 continuing education centres organised by the preraks.
At the second stage, a sample of 6 centres were randomly selected. Neo-literates, semi-literates and others who wish to continue their education will be attending the continuing education centres and the major emphasis is on neo-literates where emphasis is laid on strengthening and continuing the basic literacy skills. For the purpose of the study, the neo-literates were required. The investigator by contacting the preraks procured the list of regular neo-literates to the centres and from each centre a sample of 10 neo-literates with due representation to men and women were selected through simple random sampling. Thus, the sample of the study were selected consisting of 360 neo-literates (6 mandals x 6 centres x 10 neo-literates = 360 members) (vide map of the area).
The investigator collected the data through official sources from Zilla Saksharatha Samithi which happens to be the implementing agency of the programme. Details relating to the location of centres, lists of participants, materials supplied to the centres, modalities of implementing the programme were collected by contacting the officials concerned.

b. Tools Developed

Any evaluative study should be taken up with care and caution and the data generated should be objective and basically be participative in nature. Keeping in view the objectives, the investigator in the first instance visited the centres to develop tools and interacted with the preraks, neo-literates and community. The investigator referred to the previous literature about the ways in which the tools can be developed, consulted field level experts and academicians and sought their opinions about the tools before going for pilot study and final study. Pilot study was conducted on a sample of 100 neo-literates and based on the experiences gained the ambiguous, repetitive and irrelevant items were deleted from the schedule. The tools developed for the study are as follows:

1. Tool to evaluate the literacy skills.
2. Questionnaire to evaluate the physical facilities, materials and activities of the centre.
3. Tool to evaluate the activities of the preraks.
4. Tool to assess the motivational factors.

280
5. Tool to identify the reasons for non-participation of learners.
6. Tool to know the benefits derived through literacy.

c. Collection and Analysis of Data

Data collection has an important role to play in any field investigation. Majority of the people attending the continuing education centres are from rural areas and the investigator selected such a period where the farming community will be somewhat free from agricultural activities. The field work was undertaken during January-March, 2004 for 90 days. The investigator identified the sample of learners with the help of preraks and local community leaders. Necessary rapport was established with the sample and the data was collected as per the time availability of the sample especially during evening or night times. The data collected was tabulated and percentages were used for better presentation.

FINDINGS

a. Socio-economic Status

1. There is an equal representation of men and women neo-literates in the sample.

2. Majority of the neo-literates who are participating in centres are represented by 25-35 years age group (39.44 per cent) duly followed by 35-45 years age group (26.67 per cent), 15-25 years age group (24.44 per cent) and 45 years and above age group (9.45 per cent).

3. Majority of the neo-literates of the sample who are attending to the continuing centres are represented by forward castes (38.61 per cent), duly followed by Scheduled Castes and Scheduled Tribes and backward castes.
4. The respondents of the sample based on the religious distribution are highly represented by Hindus (60.00 per cent), duly followed by Muslims (20.28 per cent) and Christians (19.72 per cent).

5. The occupational wise distribution of the sample denotes that more than half of the samples are associated with agricultural activities (51.11 per cent). The remaining are associated with cottage industries, business activities and others.

6. Majority of the sample of the study are from rural areas (61.11 per cent) duly followed by urban and tribal communities.

7. With respect to the income levels of the sample, majority of them are in the income group of Rs. 20,000-30,000 per annum.

8. About 22.78 per cent has no agricultural land and they are working as labourers on the other fields. The remaining are having some land ranging between 1-4 acres.

9. About 43.33 per cent of the sample are having television sets in their homes. 18.61 per cent are possessing radio sets whereas 5.83 per cent are having record player in their houses.

10. The family size of the participants is ranging between 2-6 members and in case of majority of the sample (49.72 per cent), the family size is upto 3 members.

11. A good majority of the sample constituting about 73.34 per cent are following nuclear family system.

12. The educational level of the family members of the sample is degree level and the least one is concerned with less than primary level.

13. The reading habit of the neo-literates indicates that more than one fourth are regular readers of newspapers / magazines.
In view of the above findings, the hypotheses that variations exist in the socio-economic status of the sample is accepted.

b. Performance of Neo-literates

1. A good majority of the neo-literates of the sample have qualified in the literacy test as per norms which includes reading, writing and numeracy components. Most of them have qualified in the reading test, followed by writing test and numeracy tests.

2. The literacy attainment levels indicated that the performance of men learners is better in relation to women group. Better performance is found with respect to 35 years and above than 15-35 years age group of sample. The performance level is better in case of forward and backward castes than Scheduled Castes and Scheduled Tribes. The performance level is better in case of urban areas when compared to rural and tribal areas.

3. The neo-literates representing business and activities related to cottage industries have performed well in relation to those representing agriculture and allied occupations. The income group have Rs. 20,000 and above is found to be good in literacy performance when compared with the lower income groups (below Rs. 20,000 per annum). The neo-literates who possessed agricultural land have done well in the literacy test when compared with those who do not possess land. The members belonging to nuclear families have performed well in relation to those representing joint families. The neo-literates having small family size (upto 4 members including children) have exhibited a better performance in relation to those having large family size (5 members and above). There is no much variation in the literacy performance levels based on the possession of articles like radio / television / recorder player etc. The availability of
educated members has influenced the literacy attainment learners. A better literacy performance was found in case of educated members of above primary level in the family. The performance of learners based on their reading habit indicated that majority of the learners with reading habit have performed well and those without reading habit have failed.

In view of the above the hypothesis that 'Neo-literates differ with respect to their performance in literacy skills' is accepted.

c. Aspects related to Centre (Physical Facilities, Materials and Participation)

1. Majority of the continuing education centres are located in a room of Government building followed by local temple, preraks house or in a small house taken for rent. Majority of the neo-literates are not satisfied with the location of the centre. Even with the inside accommodation of the centre, a good majority of the sample are not satisfied. It may be noted that as stated by 60.83 per cent of the sample, the centres are located beyond one kilometer distance and they are finding it difficult to attend the centres due to distance problem.

2. More than half of the sample are satisfied with the lighting and ventilation aspects of the centres.

3. About 48.06 per cent of the centres are functioning both in the morning and evening sessions at the rate of two hours per session. About one fourth of the centres (26.67 per cent) are functioning in the morning and afternoon sessions whereas the remaining centres are functioning in three sessions i.e., morning, afternoon and evening. More than three fourths of the samples are satisfied with the timings of the centres.
4. Centre equipment includes tables, chairs, fans, almyrahs, trunk box, wooden box (for keeping neo-literates books, registers and equipment) bicycle, games and sports materials (volleyball, badminton, chess, ring, throw ball, football, carom board etc.). Majority of the neo-literates of the sample (65.55 per cent) are not satisfied with the centre equipment.

5. Majority of the participants of the centres are neo-literates (61.39 per cent). The remaining persons include dropouts of literacy centres, passouts / dropouts of the formal system and other members of the village who wish to continue their education.

6. As far as the gender group who are attending the centres is concerned, majority of the sample (68.89 per cent) have expressed that both men and women are attending the centres. About 31.11 per cent of the sample have expressed that only men group are attending the centres. The details pertaining to the periodicity of attendance to the centres indicate that more than one third (36.67 per cent) are regularly attending to the centres. About 26.67 per cent have indicated that they are visiting the centre thrice in a week, 12.78 per cent have stated that they are attending centres twice in a week, while 18.83 per cent of the sample have expressed that they are able to visit the centre once in a fortnight whereas 8.05 per cent have stated that they are visiting the centre once in a week.

Hence the hypothesis that 'Variations exist with respect to the availability of physical facilities in the continuing education centres as perceived by the sample' is accepted.
Materials provided to the Centre

1. The different content areas on which post-literacy materials are provided to the centres are: democracy, education, agriculture, children and their rights, health care and communicable diseases, women and child care, AIDS, animal husbandry, social evils, National integration, forests and environment, human values, women's emancipation, folk arts, development programmes, cottage industries, land reforms, consumer protection and local issues.

2. Majority of the sample are satisfied with a few content areas like democracy, education, agriculture, children and their rights, health care and communicable diseases, women and child care, AIDS, National integration, forests and environment, women's emancipation and development programmes.

3. With respect to the illustrations and get-up of the materials majority of the learners are satisfied only with a few areas like democracy, education, agriculture, children and their rights, health care and communicable disease, women and child care, and national integration.

4. As far as the practice of the principles and methods relating to different issues. Thus, majority of the sample are practicing the principles / methods covered under the area agriculture and with respect to all other areas the practice part is far from satisfactory which deserves attention by the district administration. The areas include democracy, education, children and their rights, communicable diseases, health issues, AIDS, animal husbandry, social evils, national integration, forests and environment, human values, women’s emancipation, folk arts, development programmes, cottage industries, land reforms, consumer protection and local issues.

286
Hence the hypothesis that 'Variations exist in the perceptions of the sample with respect to content areas of the materials, illustrations and get-up, and practice in daily life' is accepted.

Activities of Preraks

Out of the different activities carried out by the preraks in the centres, majority of the learners (more than fifty per cent of the sample) are satisfied with a few areas namely,

- Organisation of evening classes;
- Creating favourable environment to achieve the objectives of 'Education For All';
- Providing books and magazines to learners to read at home;
- Helping the neo-literates to read and understand the reading materials;
- Maintaining different registers in the centre;
- Maintaining the equipment of the centre;
- Identifying the learning needs of neo-literates; and
- Organisation of programmes to promote mental peace, happiness and values among beneficiaries.

The activities on which the respondents are not satisfied (based on majority) are as follows:

1. Conducting the activities of churcha mandal; 2. Organisation of lectures and demonstration programmes; 3. Organisation of income generating programmes; 4. Organisation of cultural and recreational activities; 5
Displaying the basic data of the village; (6) Organisation of games and sports activities; (7) Creation of favourable environment to achieve the objectives of education for all; (8) Enabling the neo-literates to participate in development programmes; (9) Collection of membership fee and corpus fund with the help of village education committee and others.; (10) Organisation of Vaaram Vaaram Vignanam (weekly specific) programmes.; (11) Publishing the highlights / success stories; (12) Adopting innovative methods of teaching literacy skills; and (13) Organisation of equivalency programmes for neo-literates to appear for fifth class or seventh class.

In view of the above, the hypothesis that there exist in the activities of continuing education centres as perceived by the sample is accepted.

d. **Reasons for participating in the centres**

More than half of the total sample have checked the following items as reasons for their participation in the centres. The item Nos. are 1 (To read newspapers), 2 (To read magazines), 5 (To utilise leisure time), 7 (To know about employment aspects), 8 (To know about social customs and living patterns of different social groups), 9 (To know about government administration), 12 (To know about care of the body), 13 (To know about environment aspects), 14 (To know about cottage industries), 15 (To know about self-employment aspects), 18 (To know about modern household tools), 19 (To know about cattle diseases), 20 (To know about first aid), 21 (To know about immunization), 25 (To know about
savings), 26 (To know about poultry), 27 (To read broadsheet), 32 (To overcome personal problems), 33 (To know about nutrition aspects), 34 (To improve reading skills), 35 (To know about prices of agricultural products), 37 (To learn, knitting, embroidery etc.), 38 (To know about motor winding, vehicle repairs, etc.), 39 (To know about co-operative banks, credit schemes, saving and interest rates) and 40 (To know about communicable diseases and their prevention).

The following are the items which are checked by more than half of the men sample.

1 (To read newspapers), 2 (To read magazines), 5 (To utilise leisure time), 6 (To improve communication skills), 7 (To know about employment aspects), 8 (To know about social customs and living patterns of different social groups), 9 (To know about government administration), 10 (To know about meditation and self-control), 12 (To know about care of the body), 13 (To know about environment aspects), 14 (To know about cottage industries), 15 (To know about self-employment aspects), 18 (To know about modern household tools), 19 (To know about cattle diseases), 20 (To know about first aid), 25 (To know about savings), 29 (To read broadsheet), 32 (To overcome fear and personal problems), 34 (To improve reading skills), 35 (To know about prices of agricultural products), 36 (To know about Govt. programmes), 38 (To know about motor winding, vehicle repairs etc.) and 39 (To know about co-operative banks, credit schemes and interest rates) and 40 (To know about communicable diseases and their prevention).
The following are the items which are checked by the more than half of the women neo-literates.

1 (To read newspapers), 2 (To read magazines), 4 (To listen to the news in the television / radio), 5 (To utilise leisure time), 7 (To know about employment aspects), 8 (To know about social customs and living patterns of different social groups), 9 (To know about government administration), 12 (To know about care of the body), 13 (To know about environment aspects), 14 (To know about cottage industries), 15 (To know about self-employment aspects), 18 (To know about modern household tools), 19 (To know about cattle diseases), 20 (To know about first aid), 21 (To know about immunisation), 22 (To know about care during pregnancy), 23 (To know about interior decoration), 24 (To know about gardening), 25 (To know about savings), 26 (To know about poultry), 27 (To know about dairy), 29 (To read broadsheet), 30 (To give company to friends), 33 (To know about nutrition aspects), 34 (To improve reading skills), 35 (To know about prices of agricultural products), 36 (To know about Govt. programmes), 37 (To learn tailoring, knitting, embroidery etc.), 39 (To know about co-operative banks, credit schemes and interest rates) and 40 (To know about communicable diseases and their prevention).

Necessary attention has to be paid towards the different reasons so that the neo-literates will be able to make better utility of the centres.

The reasons can be classified under the following headings.
Personal Aspects

1 (To read newspapers), 2 (To read magazines), 3 (To meet friends), 4 (To listen to the news in the television / radio), 5 (To utilise leisure time), 6 (To improve communication skills), 10 (To know about meditation and self-control), 18 (To know about modern household tools), 28 (To get good name in the family and society), 29 (To read broadsheet), 32 (To overcome fear and personal problems) and 34 (To improve reading skills).

Social Aspects

9 (To know about government administration), 23 (To know about interior decoration), 30 (To give company to friends) and 31 (To overcome superstitions).

Economic Aspects

7 (To know about employment aspects), 14 (To know about cottage industries), 15 (To know about self-employment aspects), 16 (To know about scientific development in vocations), 17 (To know about marketing of agricultural products), 25 (To know about savings), 35 (To know about prices of agricultural products), 36 (To know about Govt. programmes), 37 (To learn tailoring, knitting, embroidery etc.) 38 (To know about motor winding, vehicle repairs etc.), 39 (To know about co-operative banks, credit schemes and interest rates) and 40 (To know about communicable diseases and their prevention).
Cultural Aspects

11 (To know about social customs and living patterns of different social groups).

Political Aspects

8 (To know about adult franchise, political set-up and panchayat raj system).

Health Aspects

12 (To know about care of the body), 20 (To know about first aid), 21 (To know about immunisation), 22 (To know about care during pregnancy), 33 (To know about nutrition aspects) and 40 (To know about communicable diseases and their prevention).

Environment Aspects

13 (To know about environment aspects) and 24 (To know about gardening).

In view of the above, the hypothesis that 'Variation exist in the motivational factors as perceived by the sample' is accepted.

Veterinary Aspects

19 (To know about cattle diseases), 26 (To know about poultry) and 27 (To know about dairy).
e. Reasons for non-participation of learners

Programme related problems

1 (Lack of organisation of income generating programmes), 2 (Lack of organisation of equivalency programmes), 3 (Lack of cultural programmes), 4 (Lack of adequate and relevant reading materials), 13 (Lack of immediate economic benefit of education in daily life), 20 (Lack of audio-visual aids in the centre), 21 (Lack of regular organisation of programmes about health aspects), 24 (Lack of regular participation of development department officials), 27 (Lack of proper lighting and accommodation facilities), 28 (Lack of games and sports equipment), 29 (Inconvenient timings of the centre), 30 (Distant location of the centre), 31 (Irregular supply of newspapers, magazines) and 32 (Lack of regular payment of honorarium to prerak).

Preraks related Problems

8 (Lack of knowledge on the part of prerak due to low educational level), 11 (Lack of commitment and concern on the part of prerak) and 19 (Lack of interest on the part of preraks to inform about academic progress of learners).

Neo-literates related Problems

5 (Lack of interest to participate in the centres), 6 (Busy with agricultural / vocational works), 7 (Lack of fixed timings for the occupations / vocations), 12 (Difficulty with regard to higher age of prerak), 15 (Busy with small children and
elderly people in the house), 16 (Busy with domestic works), 17 (Feeling shyness), 18 (Ill-health), 25 (Addiction to drinking) and 26 (Opposite gender group of the preraks).

Community related Problems

9 (Caste and village problem), 10 (Lack of proper relations with co-learners), 14 (Obstruction from family elders to go to the centre), 22 (Lack of regular organisation of programmes about health aspects) and 23 (Lack of non-participation of peer groups in the centre).

Hence the hypothesis that 'Learners differ with respect to reasons for non-participation in the centres' is accepted.

f. Impact of Literacy Campaigns

The uses of literacy as perceived by the respondents are as follows:

Agriculture

Able to read the names of agricultural crops (42), able to read names of fertilizers (43), adoption of scientific methods of agriculture (49).

Education

Sending the children to schools regularly (1), admitting the children in schools (2), looking the academic progress of children (3), teaching good morals and habits to children (4), girl child enrolment (5), interested in helping others to

294
read and write (17), knew how to read and note the time as per the wrist watch (22), development of reading habit (32), became a member in village education committee (36), writing day to day expenditure (38), motivating the illiterates to go to centre.

Social Development

Freeness from alcoholism (8), stopped beating wife and children (9), cleared the suspicion on wife by reading the material of DWCRA, bank loan etc. (10), wiping out social evils (30), motivated the other neo-literates to form into association (53).

Economic Development

Developed the habit of saving money (47), able to recognize the difference between interests from money lenders and bankers (48), migration to town for a new employment (50).

Health & Hygiene

Read the message of the family planning and followed small family norm (20), betterment in maintaining community hygiene (25), immunising the child (26), care about pregnant women (27).

Animal Husbandry

Taking care of animals (52).
Development Programmes

Wrote a petition to the collector about the need for repairing bore well (16), checked quality weights in the fair price shop (21), participation in Janmabhumi Programme by Government (31), tree plantation (34), regular collection of ration items (37), got work in food for work programme (45).

Individual Development

Able to sign in the papers (6), looking into what is written before signing (7), giving respect to girl child in the family (11), able to move with others freely (13), able to read something in the newspaper (15), approaching the officials without hesitation (24), able to do things confidently (33), payment of life insurance amount at the office without giving it to agent (39), using the leisure time effectively (40), carrying out financial transactions without others help (44), claimed the difference of change not given by the conductor (46).

Democracy

Voted to a good person (2), contested in Panchayat elections (23).

Women’s Emancipation

Giving respect to girl child in the family (14), wrote a letter to husband and read the reply letter (18), could check the accounts of the Mahila Mandal (19), claiming the right wage for the work (28), claiming the wages on par with men (29), membership in DWCRA / Mahila Mandal (35).
Hence the hypothesis that ‘Learners vary with regard to their perceptions relating to the impact of literacy campaign’ is accepted.

SUGGESTIONS FOR FURTHER RESEARCH

1. An evaluative study may be carried out on continuing education programme where total literacy campaigns were successful and unsuccessful with a view to suggest remedial measures.

2. A longitudinal study on the impact of literacy campaigns may be carried out.

3. In depth studies touching upon policy implications, materials, training and administration may be undertaken.

4. A study on the influence of supervision and community support on the performance of preraks may be taken up.

5. An evaluative study on the performance of neo-literates in reading, writing and numeracy skills may be carried out.

6. A study may be carried out on the performance of other functionaries like nodal preraks, mandal literacy organisers and project officers.

IMPLICATIONS OF THE STUDY

1. Steps should be taken to enhance the participation of neo-literates to the continuing education centres. Different methods of motivating the learners like door-to-door campaign, meetings, rallies, cultural activities are suggested in this direction. Instead of making the cultural campaigns it would be beneficial to continue it from time to time.
2. A good majority of the neo-literates of the sample are not satisfied with location aspects of the centres. In some cases, the neo-literates have to walk for more than two kilometers. Steps should be taken to improve the infrastructural facilities of the centre by constructing pucca buildings with adequate space, lighting, ventilation, furniture, etc.

3. Majority of the sample are not satisfied with the games and sports materials (volleyball, chess, football, etc.) provided for the centres. Provision of adequate and quantitative games and sports materials to the centres is suggested.

4. Majority of the respondents of the study have stated that they are participating in the centres to improve their income levels. The Government has to concentrate more on organising skill related programmes for the beneficiaries like tailoring, painting, dress making, motor winding, vehicle repairs, cottage industries etc. After identifying the needs and interests of learners through a survey, the programmes should be organised to suit the requirements of local areas.

5. Provision of good reading materials to continuing education centres is the need of the hour. Through the content of the reading materials is good, yet there is every need to improve them in terms of get, quality, method of presentation by incorporating the latest changes in the respective areas. Some of the areas in this direction are child related issues, health aspects, social evils, culture, environment, human values, entertainment, local issues, income generating aspects, development programmes and further education of neo-literates.
6. It is necessary on the part of the district administration to concentrate on the functions of the prerak where the performance is moderate and poor. During the course of training programme, if the preraks are exposed to more demonstration, brain-storming sessions, group work activities naturally they will be able to improve their efficiency. The areas like providing skills to motivate the people to organise the community based activities like income generating programmes, charcha mandal activities, games and sports activities require more attention. Steps should be taken to change the mindset of preraks to strengthen their positive attitude on various aspects relating to continuing education programme. It is to be noted that providing good infrastructural facilities, regular payment of honorarium, good administrative support will go long way in improving the performance of preraks in organising continuing education centres effectively.