CHAPTER -VI
SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter touches upon the summary of introduction (Chapter-I) and the method and procedure (Chapter-II and III). Then, it deals with the conclusions derived from analysis, interpretation and discussion of results (Chapter-IV) and the proposed model of AEP (Chapter - V). Finally, it treats the educational implications of this study and suggestions for further research.

6.1 Summary

6.1.1 Introduction

Nepal, situated between India and China, is a small land locked mountainous kingdom of South Asia. While studying the educational history of modern Nepal it was found that people were made literate under Vedic education, Buddhistic education and school education in pre-democratic period i.e. before 1951. At that time, making people literate was also a family business or the services of religious people. Specifically, making illiterate adults literate from the part of government was found to have initiated through adult education when Basic Teacher Training Centre and Gandhian Basic Schools were established in 1947. Later, it was discontinued.

In 1951 with the advent of democracy in Nepal some so-called adult schools were started. However, they were carried on in such a disorganized manner that despite the enthusiasm of the literacy workers little had been accomplished. Later, with the beginning of first five year plan, 1956-1961, Adult Education Programme (AEP) was started in a planned way under the leadership of Bureau of Adult Education, College of Education with the recommendation of NNEPC, 1956. Since then, AEP was conducted each year regularly.
Population census is the major medium of collecting the information of literacy status of the country. According to the population census of 1971, 1981 and 1991 the literacy rate of the country was found to be 13.9%, 23.3% and 39.6% respectively. At the end of the eight plan (1992-1997), it was estimated that the literacy rate of 6 years and above reached 48%. It was targeted to raise literacy rate to 67% by 2000. To achieve this target, great efforts are being made by GOs, NGOs and INGOs by conducting various non-formal education programmes, such as child education, adult education, women education, and post-literacy programmes. Of them, adult education is the Adult Basic Education as defined by The International Encyclopedia of Education, volume 7, 1994 which states that "Adult Basic Education" may be broadly defined as involving reading, writing and mathematical skills necessary for adults to be literate. In Nepalese context, adult education, non-formal adult education and adult literacy are used synonymously. According to non-formal education curriculum published by National Non-formal Education Council in 1997, the basic level non-formal adult education is that education which helps illiterate youths and adults of 15 to 45 years of age raise their living standard by enabling them to read, understand and write letters and applications, and compute practical arithmetic and developing necessary knowledge, skills and attitude to solve their basic problems.

Nepal is a multi-lingual country. People speak 32 mother tongues (CBS, 1998). As per the census of 1991, Nepali speakers were 50.3% of the total population. Maithili, Bhojpuri, Tharu and Tamang mother tongue speakers were about 11.8, 7.5, 5.4 and 4.9 percent respectively (CBS, 1998). The Nepali in the Devnagari script is the official language and the medium of instruction from primary schools to university level in the kingdom of Nepal (Ministry of Law and Justice, 1997 and Education Act, 1971 and Education Regulations, 1992). In conformity with this, the primers being used in the AEP were prepared in Nepali language. The primer called Naya Goreto- Pahilo ra Doshro Paila (New Path - Step I and II) written in Nepali language is being used in the basic level AEP of Nepali and non-Nepali speaking groups. The existing AEP has been in operation since 1985 and no
substantial improvement has been made in it (Ministry of Education and Culture, 1991). Manandhar (1993) revealed that the primer (Naya Goreto) series of the existing AEP was not suitable to all language groups and ethnic groups. Similarly, NEC (1992) states that (i) AEP in not evolved in response to the need and demand for the targeted groups, and (ii) no attempt has been made to diversify its contents from geographical and ethnic standpoint. In this context, it is relevant to raise the following questions: Whether the use of single primer written in Nepali language brings about the same result in the AEP of Nepali and different non-Nepali MTS groups? Whether there will be significant differences between the achievement level of AE classes speaking Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups? Have the AEP been able to develop the same level of positive attitude in the participants speaking different mother tongues towards social practices, education and functional aspects? Whether the treatment of single primer written in Nepali language given to AE classes of different MTS groups has been effective to enable the participants to use knowledge and skills related to functionality and literacy in their daily life activities? What should be the better structure of AEP? What should be the better implementation strategy of AEP and its support system? How should the monitoring and evaluation system be carried out effectively?

A few studies (CERDD, 1982c; New ERA, 1990; Manandhar, 1993; Smith, Comings and Shrestha, 1995) were undertaken to get the preliminary answers of some questions raised earlier. As revealed by CERID (1982c), Nepali-speaking adults made better progress than non-Nepali speaking adults in language sub-test, arithmetic sub-test and the total literacy test. Similarly, New ERA (1990) indicated slightly higher average achievement level for Nepali speaking participants than for non-Nepali speaking participants. The difference was statistically significant. However, CERID (1982c), New ERA (1990) and Manandhar (1993) did not compare the literacy achievement of Nepali with that of different non-Nepali speaking groups separately. Rather, they suggested to conduct a more in-depth study in a wider scale on the existing AEP. Hence, this study has been conducted to assess the relative
effectiveness of AEP in different MTS groups and to develop a proposed model of AEP for rural areas of Nepal. In view of the above background and rationale the present study is entitled as "Effectiveness of Adult Education Programme in Nepal: A Proposed Model for Rural Areas".

6.1.2 Objectives of the Study

This study aimed at assessing the effectiveness of basic level adult education programme (AEP) in which a single primer called "Naya Goreto" written in Nepali language was being used in the adult education classes of Nepali and non-Nepali mother tongue speaking groups. Specifically, this study was undertaken to accomplish the following objectives:

1. To determine the effectiveness of the single primer written in Nepali language being used in the adult education classes of different mother tongue speaking groups based on the literacy achievement,

2. To compare the attitudinal change of the adult education participants speaking different mother tongues towards social practices, education and functional aspects,

3. To assess the effectiveness of AEP based on its impact on functional activities and use of literacy skills in the daily life of the adults who had completed AEP, and

4. To develop a proposed model of AEP applicable and relevant to the multi-lingual rural areas of Nepal in terms of:

   4.1 Structure of adult education programme,

   4.2 Implementation strategy,

   4.3 Support system and

   4.4 Monitoring and evaluation.
6.1.3 Hypotheses of the Study

The following null hypotheses were tested under this study:

1. There are no significant differences between the mean gain scores obtained by Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups in language skills.

2. There are no significant differences between the mean gain scores obtained by Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups in numeracy skills.

3. There are no significant differences between the mean gain scores obtained by Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups in language and numeracy skills as a whole.

4. There are no significant differences between mean gain scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups in relation to their attitudinal change towards social practices.

5. There are no significant differences between mean gain scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups with respect to their attitudinal change towards education.

6. There are no significant differences between mean gain scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups with respect to their attitudinal change towards sanitary practices.

7. There are no significant differences between mean gain scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups with respect to their attitudinal change towards health practices.

8. There are no significant differences between mean gain scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups with respect to their attitudinal change towards conservation of forest and tree plantation.

9. There are no significant differences between mean gain scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups with respect to their attitudinal change towards agricultural practices.
10. There are no significant differences between mean gain scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups with respect to their attitudinal change towards mother-child welfare.

11. There are no significant differences between mean gain scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups with respect to their attitudinal change towards social practices, education, sanitary practices, health practices, conservation of forest and tree plantations, agricultural practices and mother-child welfare as a whole.

12. There are no significant differences between the mean scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups with respect to the activities related to awareness performed by them.

13. There are no significant differences between the mean scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups with respect to the activities related to sanitary practices followed by them.

14. There are no significant differences between the mean scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups in relation to the modern health practices followed by them.

15. There are no significant differences between the mean scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups in relation to the usefulness of knowledge and skills gained in AEP for the works of agriculture and income generation.

16. There are no significant differences between the mean scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups in relation to the activities carried out for conservation of forest and tree plantation.

17. There are no significant differences between the mean scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups in relation to the activities related to mother-child welfare performed by them.
18. There are no significant differences between the mean scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups in relation to the impact of AEP on their overall functional activities of their daily life.

19. There are no significant differences between the mean scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups in relation to the use of reading skills acquired in AEP in their daily life activities.

20. There are no significant differences between the mean scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups in relation to the use of writing skills acquired in AEP in their daily life activities.

21. There are no significant differences between the mean scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups in relation to the use of numeracy skills acquired in AEP in their daily life activities.

22. There are no significant differences between the mean scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups in relation to the use of overall reading, writing and numeracy skills acquired in AEP in their daily life activities.

23. There are no significant differences between the mean scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups in relation to the impact of AEP on the functional activities and use of literacy skills in their daily life.

6.1.4 Delimitation of the Study

The study has the following delimitations:

1. This study deals with the six-month basic level adult education programme (adult basic education) for illiterate adults of 15-45 years organized only in rural areas.

2. This study focuses only on six-month basic level adult education programme which is run by governmental or non-governmental
organization and which uses the primer "Naya Goreto-Pahilo ra Doshro Paila" (New Path-Steps I and II).

3. During field visit three types of AE classes in terms of the participants speaking different mother tongues were found. Of them, AE classes exclusively with the participants speaking sample mother tongues were included in this study.

4. Literacy achievement test does not include oral test.

### 6.1.5 Design of the Study

This study was designed to assess the effectiveness of AEP of basic level in which the primer "Naya Goreto" was exclusively used. In this study, the treatment of participatory approach with a single primer written in Nepali mother tongue, an independent variable, was given to Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups to help adult participants acquire reading and writing skills, do simple computation, and develop positive attitude towards social practices, education and functional aspects. Hence, literacy achievement and attitudinal change of the participants were dependent variables. To determine the relative effectiveness of AEP in five MTS groups, mean gain scores in literacy achievement and attitudinal change were calculated after administering a literacy achievement test and an attitude scale at the beginning as a pretest and at the end as a posttest of AEP. However, the independent variable in this study was inherently not manipulable. Thus, this study can be rightly termed as an ex post facto research.

Moreover, the relative effectiveness of AEP was assessed based on how far the adult participants of five MTS groups who had completed AEP used the knowledge and skills they gained and how far they found the knowledge and skills useful in their daily life activities. Best and Kahn termed this type of investigation as "The Follow-up Study".

More importantly, this study was also designed to develop a proposed model of AEP of basic level for multi-lingual rural areas of Nepal.
6.1.6 Sampling Design

A multi-stage purposive and random sampling was employed to select mother tongue, districts, adult education centres/classes, participants and facilitators.

While selecting mother tongues, the first five major mother tongues out of 32 mother tongues viz. Nepali, Maithili, Bhojpuri, Tharu and Tamang were selected. Of them, Nepali speaking people are scattered in all the districts of the country. Apart from Nepali, the people speaking other four mother tongues are concentrated in particular districts. The districts with majority people speaking each of four mother tongues except Nepali were identified and their separate lists were prepared placing them in rank order. From the four lists, the first two districts were selected. These were as follows: Siraha and Dhanusha for Maithili, Bara and Parsa for Bhojpuri, Bardiya and Kailali for Tharu, and Kavre and Makwanpur for Tamang. Thus, altogether there were eight sample districts. For Nepali mother tongue, two districts were selected from among these eight sample districts with higher Nepali MTS population. These were Kavre and Makwanpur districts.

Four adult education centres/classes for each of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups were randomly selected from each of its two sample districts. Hence, each MTS group had eight adult education classes (4 AE classes × 2 districts). Altogether there were 40 AE classes (8 AE classes per MTS group × 5 MTS groups).

Fifteen participants per class were randomly selected. There were 120 participants in each MTS group (15 participants/class × 8 AE classes). Hence there were 600 participants (15 participants/class × 40 AE classes).

Forty facilitators teaching in 40 randomly selected sample AE classes were taken as samples in this study. Fifty adults who had already completed
AEP were selected randomly from each MTS groups. There were altogether 250 such adult respondents (50 adult respondents × 5 MTS groups).

However, forty supervisors were selected using incidental sampling. Purposive sampling was employed to select 20 GO officials. On the other hand, there were limited NGO at sample districts and INGO at centre, so purposive sampling was employed while selecting 20 NGO officials and 20 INGO officials.

6.1.7 Research Tools

This study was undertaken with four objectives. For achieving those objectives four research tools were used to collect requisite data. The resume of each of them is given below:

6.1.7.1 Literacy Achievement Test

A 75-item literacy achievement test developed by New ERA, one of the prominent research centres in Nepal was used in this study. This test comprises two components: language and numeracy. The KR reliability of the test was 0.90. The test was totally based on the primer "Naya Goreto" series. The test has a sufficiently high degree of content validity as judged by subject experts.

6.1.7.2 Attitude Scale

An attitude scale with 32 items developed by the investigator himself was used in this study to measure the attitudinal change of the AE participants towards social practices, education, sanitary practices, health practices, agriculture and income generation, conservation of forest and tree plantation and mother-child welfare. The split-half reliability of the scale was 0.87. The scale was developed based on the primer "Naya Goreto" and has adequate content validity as judged by subject matter experts.
6.1.7.3 Questionnaire for Adults who had already completed AEP

A 58-item questionnaire developed by the investigator himself was administered to 250 respondents who had already completed AEP. This structured questionnaire was specially developed to measure how far the respondents used the functionality and literacy skills in their daily life activities and how far they felt the functional skills useful in their life. The split-half reliability of this questionnaire is 0.93. The content validity of the scale was ensured by experts’ judgment.

6.1.7.4 Questionnaire for the adults who had already completed AEP, Facilitators, Supervisors, GO Officials, NGO Officials and INGO Officials

This questionnaire was also developed by the investigator himself to collect opinions of the respondents, facilitators, supervisors, GO officials, NGO officials and INGO officials for developing a proposed model of AEP for rural areas. It covered the problems faced by the existing AEP and different aspects of AEP.

6.1.8 Data Collection Procedure

Achievement test and attitude scale were administered to the participants at the beginning of AEP as a pretest and at the end of AEP as a pretest. Then gain score of each participant was calculated. From gain scores of the participants, mean gain scores and standard deviations were calculated for each MTS group.

Questionnaire for those who had completed AEP was administered only once. Then, mean score was calculated for each MTS group.

Questionnaire for respondents, facilitators, supervisors, GO officials, NGO officials and INGO officials was also administered only once. This questionnaire was administered to 250 adult respondents (50 respondents per
MTS group x 5 MTS groups) who had completed AEP, 40 facilitators, 40 supervisors, 20 GO officials, 20 NGO officials and 20 INGO officials.

6.1.9 Statistical Techniques

In this study, the following statistical techniques were used:

6.1.9.1 Statistical Techniques Used for Standardization of Attitude Scale

1. Pearson product-moment coefficient of correlation for calculating item-test correlation.
2. t-test of mean scores of upper and lower groups
3. Pearson product-moment coefficient of correlation and Spearman-Brown prophecy formula for calculating reliability of the full scale by using split-half technique.

6.1.9.2 Statistical Technique Used for Calculating Reliability of the Questionnaire for Adults who Had Already Completed AEP

Pearson product-moment coefficient of correlation and Spearman-Brown prophecy formula were employed for calculating reliability of the full questionnaire by using split-half technique.

6.1.9.3 Statistical Techniques used for Analysis of Data

1. Descriptive Statistics

Means and standard deviations were used to analyze the data collected from achievement test, attitude scale and questionnaire for adults who had completed AEP.

Weighted means were calculated to analyze the data collected from questionnaire for adults who had already completed AEP, facilitators, supervisors, GO officials, NGO officials and INGO officials.
2. **Inferential Statistics**

   One way analysis of variance was employed to test the significance of the differences between mean gain scores of different MTS groups obtained in achievement test and attitude scale and mean score of different MTS group obtained in the questionnaire for adults who had completed AEP. Critical ratios were calculated whenever the F ratio was found significant.

6.2 **Conclusions**

On the basis of the discussion of results cited in Chapter IV and the proposed model of AEP cited in Chapter V, the following conclusions have been derived. These conclusions have been mentioned below under respective headings.

6.2.1 **Literacy Achievement**

In this section, Nepali MTS groups, Maithili MTS group, Bhojpuri MTS group, Tharu MTS group and Tamang MTS group have been used instead of using Nepali MTS participants' group, Maithili MTS participants' group, Bhojpuri MTS participants' group, Tharu MTS participants' group and Tamang MTS participants' group respectively for simplicity and convenience. Again, the term participants refer to the learners of AE classes. The conclusions regarding literacy achievement of AE participants in this section have been presented under three sub-headings.

6.2.1.1 **Achievement in Language**

1. The mean gain scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups obtained in language component differed significantly from each other and hence the existing AEP was not equally effective in these five MTS groups with respect to this component.

2. The AEP was more effective in Nepali MTS group than in four non-Nepali (Maithili, Bhojpuri, Tharu and Tamang) MTS groups; it was
more effective in Tamang MTS group among the four non-Nepali MTS groups and it was more effective in Tharu MTS group than in Bhojpuri MTS group with respect to language component.

3. The extent of effectiveness of language component of AEP in Tharu and Maithili MTS groups, and Maithili and Bhojpuri MTS groups was almost the same.

4. The language component of AEP was least effective in Maithili and Bhojpuri MTS groups.

6.2.1.2 Achievement in Numeracy

1. Significant differences were found between the mean gain scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups in numeracy component and hence, this component of AEP was not found to be equally efficacious in five MTS groups.

2. The achievement of Nepali MTS group in numeracy component was better than that of Maithili, Bhojpuri and Tharu MTS groups. Among the four non-Nepali MTS groups, the existing AEP was more efficacious in Tamang MTS group than in Maithili, Bhojpuri and Tharu MTS groups with respect to this component.

3. Unlike in language component the achievement of Nepali and Tamang MTS groups in numeracy component was nearly the same. Similarly, the extent of efficacy of AEP in Maithili, Bhojpuri and Tharu MTS groups did not differ significantly with respect to this component.

4. The existing AEP was least effective in Maithili, Bhojpuri and Tharu MTS groups in relation to numeracy achievement.

6.2.1.3 Total Literacy Achievement

1. The mean gain scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups obtained in total literacy achievement test differed significantly from each other and hence the efficacy of the existing
AEP in five MTS groups was not the same in relation to total literacy achievement.

2. The AEP was more efficacious in Nepali MTS group than in four non-Nepali MTS groups; in Tamang group among four non-Nepali MTS groups; in Tharu MTS group than in Bhojpuri MTS group in relation to total literacy achievement.

3. The extent of efficacy of AEP in Maithili and Tharu MTS groups and in Maithili and Bhojpuri MTS groups was almost the same with respect to total literacy achievement.

4. The AEP was least effective in Maithili and Bhojpuri groups in relation to total literacy achievement.

6.2.2 Attitudinal Change

In this section too, Nepali MTS group, Maithili MTS group, Bhojpuri MTS group, Tharu MTS group and Tamang MTS group have been used instead of using Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS participants' groups respectively for simplicity and convenience. The term participants refer to the learners of the AE classes. The conclusions concerning attitudinal change of AE participants in this section have been depicted under eight sub-headings:

6.2.2.1 Attitudinal Change towards Social Practices

1. Significant differences were found between mean gain scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups with respect to attitudinal change towards social practices. Hence, the efficacy of AEP differed in five MTS groups in this regard.

2. The attitudinal change towards social practices was better in Nepali MTS group than in four non-Nepali MTS groups. In this regard Tharu and Tamang MTS groups were found superior to Maithili and Bhojpuri MTS groups.
3. The efficacy of AEP was found almost the same in Tharu and Tamang MTS groups, and in Maithili and Bhojpuri MTS groups in relation to attitudinal change towards social practices.
4. The AEP was least effective in both Maithili and Bhojpuri MTS groups to help the participants develop favourable attitude towards social practices.

6.2.2.2 Attitudinal Change towards Education

1. Because the mean gain scores of five MTS groups on attitudinal change towards education differed significantly, it can be inferred that the efficacy of AEP was not found the same in five MTS groups.
2. Of five MTS groups, the effect of AEP in changing the attitude of the participants towards education was found better in Nepali MTS group than in four non-Nepali MTS groups. In this regard the AEP was found more effective in Bhojpuri, Tharu and Tamang MTS groups as compared to Maithili MTS group.
3. The extent of effectiveness of AEP was nearly the same in Bhojpuri, Tharu and Tamang MTS groups with respect to attitudinal change towards education.
4. Maithili MTS group lagged behind the other four groups in relation to attitudinal change towards education.

6.2.2.3 Attitudinal change towards Sanitary Practices

1. There existed significant differences between the mean gain scores on attitudinal change towards sanitary practices of Nepali, Maithili Bhojpuri, Tharu and Tamang MTS groups. Hence, the efficacy of AEP was also found to be different in five MTS groups.
2. The AEP was more effective in developing positive attitude towards sanitary practices in Nepali MTS group than in Maithili, Bhojpuri, Tharu and Tamang MTS groups.
3. Of the non-Nepali MTS groups, the AEP was least effective in changing attitude towards sanitary practices in Bhojpuri MTS groups as compared to Maithili, Tharu and Tamang MTS groups.

4. The AEP was found equally efficacious in changing the attitude of the participants of Maithili, Tharu and Tamang MTS groups towards sanitary practices.

6.2.2.4 Attitudinal Change towards Health Practices

1. As the mean gain scores of five MTS groups on attitudinal change towards health practices differed significantly, it can be inferred that the efficacy of AEP was not the same in those five MTS groups.

2. Nepali, Bhojpuri, Tharu and Tamang MTS groups did better in developing positive towards health practices than Maithili MTS group.

3. The AEP was found equally effective in changing the attitude of the participants of Nepali, Bhojpuri, Tharu and Tamang MTS groups towards health practice.

6.2.2.5 Attitudinal Change towards Conservation of Forest and Tree Plantation

1. The mean gain scores of five MTS groups obtained in attitudinal change towards conservation of forest and tree plantation differed significantly and hence, the efficacy of the AEP also differed in those five MTS groups.

2. The development of positive attitude towards conservation of forest and tree plantation in Nepali MTS group was better than in other four non-Nepali MTS groups after the treatment of AEP.

3. The AEP was more efficacious in Tamang MTS group than in Maithili and Bhojpuri MTS groups; in Tharu MTS groups than in Maithili MTS group in relation to attitudinal change towards conservation of forest and tree plantation.

4. The efficacy of AEP was found nearly the same in the pair-wise MTS groups of Maithili and Bhojpuri, Bhojpuri and Tharu, Tharu and
Tamang in relation to developing positive attitude towards conservation of forest and tree plantation.

6.2.2.6 Attitudinal Change towards Agricultural Practices

1. Because the mean gain scores of five MTS groups on attitudinal change towards agricultural practices differed significantly, the efficacy of the AEP differed in five MTS groups in this regard.

2. Among five MTS groups, Nepali and Tharu MTS groups showed significant progress in developing favourable attitude towards agricultural practices as compared to other three non-Nepali MTS groups.

3. The extent of effectiveness of AEP was found very much similar for the pair-wise MTS groups of Nepali and Tharu, Maithili and Bhojpuri, Maithili and Tamang, and Bhojpuri and Tamang in relation to attitudinal change towards agricultural practices.

6.2.2.7 Attitudinal Change towards Mother-child Welfare

1. The mean gain scores of five MTS groups on attitudinal change towards mother-child welfare differed significantly. Hence, the effectiveness of AEP in this regard was not the same in those five MTS groups.

2. Nepali MTS group made much progress in developing favourable attitude towards mother-child welfare as compared to Maithili, Bhojpuri and Tamang MTS groups after the treatment of AEP, so did Tharu MTS group as compared to Maithili, Bhojpuri and Tamang MTS groups.

3. Regarding the attitudinal change towards mother-child welfare, the AEP was found almost as effective in Tharu MTS group as in Nepali group. Similarly, in this regard, the AEP was more or less as efficacious in Bhojpuri MTS group as in Tamang MTS group.
4. The AEP was least effective in Maithili MTS group as compared to other four MTS groups in developing favourable attitude towards mother-child welfare.

6.2.2.8 Attitudinal Change towards Social Practices, Education and Functional Aspects as a Whole

1. Significant differences were found between the mean gain scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups in relation to the attitudional change towards social practices, education and functional aspects. It revealed that the AEP was not equally effective in those five MTS groups in this regard.

2. The efficacy of AEP was found higher in Nepali MTS group than in four non-Nepali MTS groups; it was found higher in Tharu MTS group than in Maithili and Bhojpuri MTS groups; it was found higher in Tamang MTS group than in Maithili and Bhojpuri MTS groups in relation to the development of positive attitude towards social practices, education and functional aspects as a whole. Furthermore, Bhojpuri MTS group did better than Maithili MTS group in this regard.

3. The extent of effectiveness of AEP was almost the same in Tharu and Tamang MTS groups with respect to changing the attitude of the participants towards social practices, education and functional activities as a whole.

4. The AEP was least effective in Maithili MTS groups in term of participants' attitudinal change towards social practices, education and functional aspects as a whole.

6.2.3 Impact of AEP on the Functional Activities and Use of Literacy Skills in Daily Life

In this section, to avoid confusion, it is clarified that the respondents refer to those adults who had already completed AEP. Hence, Nepali MTS group, Maithili MTS group, Bhojpuri MTS group, Tharu MTS group and Tamang MTS group refer to Nepali MTS respondents' group, Maithili MTS respondents' group, Bhojpuri MTS respondents' group, Tharu MTS
respondents' group and Tamang MTS respondents' group respectively. The conclusions in this section have been cited under twelve sub-headings.

6.2.3.1 Impact of AEP on Awareness-Related Activities

1. The mean scores of Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS groups on awareness related activities differed significantly. Hence, the impact of AEP on the activities related to awareness carried out by five MTS respondents groups in their daily life was differed.

2. Nepali, Bhojpuri and Tharu MTS groups were found to have demonstrated more awareness-related activities as compared to Maithili MTS group.

3. The effect of AEP on the activities related to awareness carried out by the MTS groups of Nepali and Bhojpuri, Nepali and Tharu, Nepali and Tamang, Maithili and Tamang, Bhojpuri and Tharu, Bhojpuri and Tamang, and Tharu and Tamang was almost the same.

6.2.3.2 Impact of AEP on Sanitary Practices

1. There existed significant differences between the mean scores of five MTS groups on sanitary practice. It revealed that the impact of AEP on the sanitary practices carried out by five MTS groups in their daily life was not found the same.

2. The impact of AEP on the sanitary practices carried out by Nepali and Tamang MTS groups was found more significant as compared to Bhojpuri MTS group.

3. The effect of AEP on sanitary activities practiced by eight pair-wise MTS groups viz. Nepali and Maithili, Nepali and Tharu, Nepali and Tamang, Maithili and Bhojpuri, Maithili and Tharu, Maithili and Tamang, Bhojpuri and Tharu, and Tharu and Tamang was almost the same.
6.2.3.3 Impact of AEP on Health Practices

1. Significant differences were found between the mean scores of five MTS groups on health practices. Hence, the impact of AEP on the activities related to health practices of five MTS groups was found different.

2. After getting the treatment of AEP, the health practices followed by Nepali MTS group were better than those followed by four non-Nepali MTS groups. Similarly, the health practices observed by Bhojpuri, Tharu and Tamang MTS groups were better than those observed by Maithili MTS group.

3. The impact of AEP on health practices observed by the pair-wise MTS groups of Bhojpuri and Tharu, Bhojpuri and Tamang, and Tharu and Tamang was found nearly the same.

4. Of five MTS groups, the impact of AEP on health practices followed by Maithili MTS group was found to be lowest.

6.2.3.4 Impact of AEP on Agriculture and Income Generation

The mean scores of five MTS groups on the usefulness of knowledge and skills gained for the works related to agriculture and income generation did not differ from each other. It shows that the extent of usefulness of knowledge and skills acquired by five MTS groups in AEP was almost the same.

6.2.3.5 Impact of AEP on Conservation of Forest and Tree Plantation

1. Because the mean scores of five MTS groups on conservation of forest and tree plantation differed significantly, the impact of AEP on the activities carried out by five MTS groups in this regard was found different.

2. After getting the treatment of AEP, Nepali MTS group did better in the activities related to conservation of forest and tree plantation than the other four non-Nepali MTS groups. Similarly, in this regard, Bhojpuri and Tamang MTS groups surpassed the Maithili MTS group.
3. The impact of AEP on the works related to conservation of forest and tree plantation was found nearly the same for MTS respondents' groups of Maithili and Tharu, Bhojpuri and Tharu, Bhojpuri and Tamang, and Tharu and Tamang.

6.2.3.6 Impact of AEP on Mother-Child Welfare

1. There were significant differences between mean scores of five MTS groups on the impact of AEP on mother-child welfare. It manifests that the impact of AEP on the activities related to mother-child welfare carried out by five MTS groups was not the same.

2. The impact of AEP was found better in Nepali MTS group than in Maithili, Tharu and Tamang MTS groups with respect to the activities related to mother-child welfare carried out by the respondents. Regarding this functional activity, Bhojpuri MTS group did better than Maithili MTS group.

3. The impact of AEP on the activities related to mother-child welfare carried out by the pair-wise MTS groups of Nepali and Bhojpuri, Maithili and Tharu, Maithili and Tamang, Bhojpuri and Tharu, Bhojpuri and Tamang, and Tharu and Tamang was found nearly the same.

6.2.3.7 Impact of AEP on Functionality as a Whole

1. The functionality consists of the activities related to awareness, sanitation, health, agriculture and income generation, conservation of forest and tree plantation, and mother-child welfare. The mean scores of five MTS groups on overall functional activities differed significantly. Hence, the impact of AEP on the functional activities carried out by five MTS groups in their daily life was different.

2. The AEP was found more efficacious in Nepali MTS group than in Maithili and Tamang MTS group; in Bhojpuri and Tharu MTS groups than in Maithili MTS group based on its impact on functional activities of the adult respondents in their daily life.
3. The effectiveness of AEP was found almost similar for pair-wise MTS groups of Nepali and Bhojpuri, Nepali and Tharu, Maithili and Tamang, Bhojpuri and Tharu, Bhojpuri and Tamang, and Tharu and Tamang with respect to its impact on functional activities of respondents in their daily-life.

6.2.3.8 Use of Reading Skills in Daily Life Activities

1. There existed significant differences between mean scores of five MTS groups on the use of reading skills and hence the impact of AEP was found different in five MTS groups in this regard.

2. The AEP was more effective in Nepali and Tamang MTS groups than in Maithili, Bhojpuri and Tharu MTS groups based on the use of reading skills of the respondents in their daily life.

3. Based on the use of reading skills of the respondents in their daily life activities it was found that the effectiveness of AEP was almost the same in four pair-wise MTS groups viz. Nepali and Tamang, Maithili and Bhojpuri, Maithili and Tharu, and Bhojpuri and Tharu.

6.2.3.9 Use of Writing Skills in Daily Life Activities

1. Significant differences were found between mean scores of five MTS groups on the use of writing skills of the respondents in their daily life activities. Hence, the respondents of five MTS groups were found to be different in the use of writing skills they acquired in AEP in their daily life activities.

2. Nepali and Tamang MTS groups did much progress as compared to Maithili, Bhojpuri and Tharu MTS groups with respect to the use of writing skills acquired by the respondents in AEP in their daily life.

3. The effectiveness of AEP for four pair-wise MTS groups of Nepali and Tamang, Maithili and Bhojpuri, Maithili and Tharu, and Bhojpuri and Tharu was found almost the same based on the use of writing skills acquired by the respondents in AEP in their daily life.
6.2.3.10 Use of Numeracy Skills in Daily Life Activities

1. It was found that there were significant differences between mean scores of five MTS groups in the use of numeracy skills gained by respondents in AEP in their daily life. Hence, the impact of AEP was found different in five MTS groups in the use of numeracy skills.

2. Nepali MTS groups was found superior to Maithili, Bhojpuri and Tharu MTS groups with respect to the use of numeracy skills in their daily life. Similarly, Maithili and Tamang MTS groups did better in the use of numeracy skills in their daily life activities as compared to Bhojpuri MTS group.

3. The AEP was found equally effective in Nepali and Tamang, Maithili and Tharu, Maithili and Tamang, Bhojpuri and Tharu, and Tharu and Tamang MTS groups with respect to the use of numeracy skills gained by the respondents in AEP in their daily life.

6.2.3.11 Use of Literacy Skills in Daily Life Activities

1. Literacy skills consist of reading, writing and numeracy skills. The mean scores of five MTS groups on the use of literacy skills gained by the respondents in AEP in their daily life activities differed significantly. In this regard, the effectiveness of AEP was found different in five MTS groups.

2. The AEP was found more effective in Nepali MTS group than in four non-Nepali MTS groups; in Tamang MTS group than in other three non-Nepali MTS groups in relation to the use of literacy skills of the respondents in their daily life.

3. The use of literacy skills by the respondents in their daily life was found nearly the same in Maithili, Bhojpuri and Tharu MTS groups.
6.2.3.12 Impact of AEP on Functionality and Use of Literacy Skills as a Whole

1. There were significant differences between the mean scores of five MTS groups obtained in both impact of AEP on functionality and use of literacy skills. Hence, in this regard, the effectiveness of AEP in five MTS groups was found different.

2. The AEP was found more effective in Nepali MTS group than in four non-Nepali MTS groups; in Bhojpuri and Tamang MTS groups than in Maithili group with respect to impact of AEP on functional activities and use of literacy skills.

3. The extent of efficacy of AEP for the pair-wise MTS groups of Maithili and Tharu, Bhojpuri and Tharu, Bhojpuri and Tamang, and Tharu and Tamang was found almost the same with respect to the impact of AEP on the functional activities and use of literacy skills in the daily life activities of the respondents.

4. The impact of AEP on functional activities and use of literacy skills of the respondents was found weaker in Maithili group than in Nepali, Bhojpuri and Tamang MTS groups.

6.2.4 Opinions Regarding the Proposed Model of AEP

In this section, Nepali MTS group, Maithili MTS group, Bhojpuri MTS group, Tharu MTS group and Tamang MTS group have been used for Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS respondents' groups respectively for simplicity and for avoiding confusion. Each of the five MTS respondents' groups had 50 adults who had already completed AEP. A total respondents' group was formed which consists of 250 respondents by combining 50 respondents of each of five MTS groups. There were five responding groups viz. facilitators' group, supervisors' group, GO officials' group, NGO officials' group and INGO officials' group. The conclusions in this section have been cited under fifteen sub-headings.
6.2.4.1 Opinions of MTS Groups and Responding Groups on Conditions Required for Maintaining Regularity and Punctuality of the Participants

1. Location of AE Classes/Centres

Maithili, Bhojpuri and Tamang MTS groups, the total respondents' group, facilitators, supervisors, GO officials, NGO officials and INGO officials emphasized that the AEP should be conducted at any place suitable to all the participants to ensure their regularity and punctuality. If such place would not be available, AE classes should be located in the central part of the village. However, all five MTS groups and responding groups opined that conducting AEP in the permanent centres is less suitable. It was also suggested that the AE class should be located after careful mapping.

2. Time of Conducting the Class

Maithili, Bhojpuri and Tharu MTS groups expressed their view that the participants of the plain region of the country would attend the AE classes regularly and punctually if they are conducted at night. However, Nepali and Tamang MTS groups opined that the participants of hilly and mountainous regions would prefer evening classes to night classes. According to Tharu MTS group, night classes would also be suitable to their areas. Besides, the total respondents' group, facilitators and supervisors opined that both evening and night time are suitable for conducting AE classes. However, NGO officials were of the opinion that night classes are suitable for AEP. Similarly, GO officials and INGO officials viewed that evening time would be suitable for AE classes. Hence, it can be concluded that evening or night time would be suitable for conducting AE classes. All the MTS groups and responding groups opined that day and morning time would be less suitable for making the participants regular and punctual.

3. Duration of Class

All the MTS groups and responding groups expressed the view that two hours duration of AE classes would be quite suitable and one hour
duration would be less suitable. According to the responding groups except the total respondents' group, even one and half hours duration was less suitable.

4. **Sitting Arrangement**

Nepali, Maithili and Bhojpuri MTS groups, the total respondents' group, facilitators, supervisors, GO officials, NGO officials and INGO officials opined that sitting arrangement with locally available materials would be preferable to bench and desk type for AE classes whereas Tharu and Tamang MTS groups preferred bench and desk.

5. **Medium of Instruction**

All the MTS groups except Nepali, the total respondents' group and all the responding groups expressed their opinion that the participants of different MTS groups would attend the AE classes regularly and punctually if their respective mother tongues were used as the medium of instruction. Besides, the use of Nepali as a medium in non-Nepali MTS groups would not be unsuitable.

6. **Instructional Facilities**

All the MTS groups and responding groups are of the opinion that the distribution of essential instructional facilities adequately and oil lamps to the participants in the areas without electricity supply free of cost would motivate the participants to attend the class regularly and punctually. Except Nepali MTS group, all the MTS groups and responding groups gave top priority to the former.

7. **Class Groups**

All the MTS groups and responding groups except INGO officials opined that the participants would attend the AE classes regularly and punctually if separate classes for male and female participants were formed. However, mixed class group would be less suitable in rural areas.
8. **Provision of Facilitators**

It would be quite suitable to make provision of male facilitator for male class groups and female facilitator for female class groups according to the opinion of all the MTS groups and responding groups. This would encourage specially female participants to attend AE classes regularly and punctually. In case if mixed class groups would be formed, both male or female facilitators could be suitable for such class groups. However, according to all the MTS groups and responding groups assigning male facilitators for female class groups and female facilitators for male class groups would be less suitable in rural areas.

9. **Duration of AEP**

All the MTS groups and responding groups are of the opinion that nine months duration of AEP would be quite suitable. Besides, six months AEP could also be suitable. However, three-months AEP would be less suitable.

6.2.4.2 Opinions of MTS Groups and Responding Groups on Contents to be Included in AEP

Four content areas viz. functional messages and skills, awareness-specific contents, vocational training and income generating activities are quite suitable to be included in the AEP besides language and numeracy because the weighted means of those areas were found to be more than 2. Of those contents, functional messages and skills are to be given top priority according to Nepali, Maithili and Tamang MTS groups, the total respondents' group, and all the responding groups. After that most of the MTS groups and responding groups were found in favour of including "vocational training" in AEP. Besides, awareness-specific contents and income generating activities should be included in the AEP in due order of their importance or suitability.

6.2.4.3 Opinions of Responding Groups on Problems Faced by the Facilitators

Three major problems according to the responses of all responding groups are listed below in descending order of their intensity: first, irregularity
of daily attendance of the participants in the class, second, lack of motivation on the part of the participants, and third, lack of space and materials for conducting AE classes. Besides, the respondents indicated further problems faced by the facilitators and the problems faced by the AEP. Some prominent ones are as follows:

1. Though the facilitators visited the participants' houses to ask them to attend the class, they did not come regularly.
2. The participants did not attend the class regularly, neither did they come punctually.
3. As usual, dropout was a regular problem of AEP.
4. There was also a problem of lack of community support.
5. Though there was a provision of forming number of committees to implement AE classes, they were not formed. Though some of them were formed, they were not found active.
6. The facilitators could not get regular technical support from the supervisors for improving their performance.
7. Though the facilitators were paid minimum remuneration, in some cases they did not get in time. This affected adversely on the performance of the facilitators.
8. In some cases, the facilitators had to face unnecessary problems created through local politics.

6.2.4.4 Opinions of MTS Groups on the Problems and Difficulties Faced by the Participants

As responded by five MTS groups as a whole, the problems faced by the participants while attending AE classes are listed below in descending order of their intensity:

1. Care of young children for female participants
2. Difficult to leave house without completing household chores
3. Poor classroom environment
4. Fear of exam
5. Elders not allow to leave house without completing household chores
6. Harsh behaviour of the facilitators.

However, there was a diversity in the intensity of problems and difficulties faced by different MTS groups. Hence, the first three problems and difficulties faced by each MTS group are presented below:

- For Nepali MTS group, the first three problems and difficulties were poor classroom environment, fear of exam and care of young children for female participants.
- For Maithili MTS group, the first three problems and difficulties were care of young children for female participants, difficult to leave house without completing household chores, and poor classroom environment. Similarly, the first three problems and difficulties faced by Bhojpuri and Tharu MTS groups were care of young children for female participants, difficult to leave house without completing household chores and elders not allow to leave house without completing household chores. However, the first three problems and difficulties faced by Tamang MTS group were difficult to leave house without completing household chores, poor classroom environment and fear of exam.

6.2.4.5 Opinions of Three Responding Groups on Distribution and Fixation of AE Centres/Classes

At present, National Non-formal Education Council determines the quotas of AE classes for all 75 districts of the country. Then, the quotas along with necessary budget were dispatched to respective District Education Office (DEO). The DEO calls application from local NGOs, clubs and Village Development Committees (VDCs) for conducting AE classes along with the list of the illiterate adults and the name of the prospective facilitators. Based on the quotas demanded by the applicants and number of quotas available to the district, the DEO fixes and distributes the quotas of AE classes to local
NGOs, clubs and VDCs. This is a top-down approach. Three responding groups viz. GO officials, NGO officials and INGO officials (this question was asked to only three responding groups) were found in favour of the modified form of fixing and distributing AE classes instead of the existing top-down approach. In the modified/proposed form, AE classes would be fixed and distributed based on the demand of AE classes from the target group level and after getting the demand verified at the target group level, the commitment of both the participants and facilitators to attend the class regularly and punctually and the commitment of local people to help run the classes smoothly.

6.2.4.6 Opinions of MTS Groups and Responding Groups on Activities to be Carried out at the Beginning of AEP

Based on the weighted mean of responses of all the MTS groups and responding groups, the following four activities are quite suitable to be carried out at the beginning of AEP:

1. Referring to the examples of illiterate people suffering in the village because of not being literate
2. Referring to the individuals who had already completed AEP and demonstrated significant progress in their life
3. Encouraging the guardians to send their family members to AE classes regularly and punctually
4. Showing video film to demonstrate the importance of AE.

Though there was diversity in the responses of the MTS groups and responding groups, these activities were arranged in order of priority based on the ranks given to each of those activities by majority MTS groups and responding groups.

Moreover, it was also suggested to carry out the following activities: (i) showing street drama, (ii) conducting orientation programme to AE class support committee, if any, and (iii) getting commitment from the facilitators and the guardians to help conduct AE classes.
6.2.4.7 Opinions of MTS groups and Responding Groups on Conditions for Voluntary and Enthusiastic Learning

Based on the weighted mean of the responses given by the MTS groups and responding groups the following four conditions were found quite suitable to be fulfilled for voluntary and enthusiastic learning of the participants:

1. Provision of dedicated and trained facilitators
2. Provision of adequate instructional materials
3. Provision of text materials in respective mother tongue
4. Making learning as a fun.

These conditions were listed in order of priority based on the ranks given to each of them by majority of MTS groups and responding groups. Surprisingly, Nepali, Bhojpuri and Tamang MTS groups, supervisors, GO officials, NGO officials and INGO officials gave the fourth place i.e. least priority to the condition "making learning as a fun".

6.2.4.8 Opinions of Responding Groups on Training System

While responding unstructured item of the questionnaire, a few GO and INGO officials opined that there should be a systematic training system. They are of the opinion that a team of resource persons should be formed at the central level. This team would prepare master trainers who prepare trainers at the regional level. The trainers would train the local supervisors and facilitators. Then, the AE classes would be actually conducted by the facilitators.

6.2.4.9 Opinions of Responding Groups on Changes to be Made in the Existing Primer

All responding groups were in favour of revising the primer "Naya Goreto". While doing so, adding functional messages and skills in the primer is to be given top priority because majority of responding groups gave it the first rank. Similarly, based on ranks given to each of the suggestions by the
responding groups they were prioritized in the following order: some pictures prescribed for thematic discussion to be made even more meaningful, language part to be improved and numeracy part to be improved.

6.2.4.10 Opinions of Responding Groups on Primer Development

All responding groups were in support of "developing separate primers for major MTS groups with Devnagari Script" and "incorporating the contents relevant to local needs in the primer". Of them, the latter got the top priority.

While expressing their opinion under "any other comment item" 25% of the INGO officials suggested to adopt a new approach called Regenerated Freirean Literacy Through Empowering Community Techniques (REFLECT). Similarly, 10% of the INGO officials expressed their opinion that Language Experience Approach should be adopted in AEP. In both approaches, no primers are used. On the whole, overwhelming majority of the respondents were in support of the use of primer.

6.2.4.11 Opinions of Responding Groups on Additional Inputs/Incentives to be Given to the Facilitators

All the responding groups gave top priority to additional training of facilitators for raising the effectiveness of AEP. The responding groups were also in support of increment of remuneration of the facilitators. After that the facilitators are to be provided with adequate instructional materials for effective interaction. All the responding groups except the facilitators gave least priority to provide continuous employment to good facilitators. However, the facilitators gave it the third priority.

6.2.4.12 Opinions of Responding Groups on Additional Incentives to be Given to the Participants

All the responding groups were in support of making a provision of continuing education as an additional incentive to the participants for motivating them to attend the class. After that, there should be a provision of
caring young children of female participants. However, according to majority responding groups, providing monetary and material rewards to the participants would be less suitable.

6.2.4.13 Opinions of Responding Groups on Supplementary Materials to the Facilitators and the Participants

All the responding groups were in favour of providing "supplementary text materials on adult learning and teaching in simple language" to the facilitators and "simple reading materials on functional knowledge and skills, and religious stories" to the participants. Moreover, the former has got top priority.

6.2.4.14 Opinions of Three Responding Groups on Monitoring and Evaluation of AEP

The three responding groups viz. GO officials, NGO officials and INGO officials gave top priority to the monitoring and evaluation of AEP at the grassroots level through the local supervisors selected from among the facilitators who had demonstrated satisfactory performance. They opined that the M and E through local supervisors as the current practice was less suitable. However, they were in favour of getting monitoring work done through local influential personalities or members of class support, if any.

Besides, 25% of the respondents while responding under "any other comment" item expressed their view that local primary school teachers should be entrusted to perform M and E activities. They further opined that school supervisors of District Education Office should also be made responsible in M and E activities of AEP of their respective supervision areas. They further insisted on the fact that in order to make the M and E activities more effective, a provision should be made mandatory that the local supervisors or school supervisors, upon their M and E, should submit their report along with the evidence of their field visit from the respective facilitators and any one local influential personalities or member of class support committee, if any.
Furthermore, 20% of the INGO officials and 25% of the NGO officials commenting under the item "any other comment" opined that each local supervisor should prepare a detailed schedule of his field visit and submit one copy of it to District Education Office (DEO). The DEO personnel should also visit the AE classes occasionally to check whether the local supervisors are doing their job properly or not.

6.2.4.15 Additional Opinions

While responding under the item "any other comment" and an unstructured question pertaining to "information on developing a proposed model of AEP" some of the responding groups suggested to carry out the following activities besides specified supervision work:

1. Observing classroom activities followed by suggesting the facilitators for improving their performance through local supervisors.

2. Assisting the facilitators for assessing the participants learning progress and attitudinal change through local supervisors.

3. Submitting field visit reports by local and school supervisors and taking actions accordingly in time by DEO.

4. Making field visit by central level personnel selecting AE centres/classes randomly to get the experience of the activities of highly effective, effective, less effective and worst AE classes and taking action accordingly in time. Based on the field visit, necessary feedback should be given to respective agencies and officials.

6.2.5 The Proposed Model of AEP

Several studies (Walker, 1982; New ERA, 1987b; New ERA, 1987 c; New ERA, 1989; New ERA, 1990; Manandhar, 1993; CERID, 1996; Mainali 1997; Tuladhar, 1998; and even the findings of present study) divulged the severe problems and weaknesses of the existing AEP. Hence, a proposed model of AEP which addresses those problems/weaknesses was developed
based on the findings of this study and suggestions presented by the respondents during the field work with due consideration given to the predetermined objectives of AEP. The proposed model of AEP, basically, has adopted the objectives of the existing basic level AEP of National Non-formal Education Council with a slight modification. These are as follows: (a) to enable the illiterate youths and adults of 15 to 45 years of age to read, understand, write simple information occurring in daily life, letters and applications, and compute practical arithmetic and (b) to enable them to solve daily life problems by providing functional knowledge and skills, and to develop positive attitude towards modern practices. Moreover it is proposed to impart vocational skills relevant to local needs so that the participants could get tangible benefit from AEP.

The proposed model of AEP comprises four major components viz. Structure of AEP, Implementation Strategy, Support System, and Monitoring and Evaluation. In short, it may be termed as SISM model (S for Structure of AEP, I for Implementation Strategy, S for Support System and M for Monitoring and Evaluation), which is presented below:

6.2.5.1 Structure of AEP

The structure of the proposed model of AEP which is presented below has been determined to facilitate the participants to attend the class regularly and punctually.

1. **Location**: AE classes should be located at any place suitable to all the participants after simple mapping.

2. **Time of Class**: AE classes should be conducted preferably in the evening in hilly and mountainous region and at night in plain region of the country.

3. **Duration of Class**: The duration of class should be at least two hours. (It is implied that the number of working days per week is 6.)
4. **Sitting Arrangement:** Sitting arrangement preferably with locally available materials is quite suitable. If bench and desk are easily available, such facilities should be utilized.

5. **Medium of Instruction:** The medium of instruction should be preferably respective mother tongues in Devnagari script. However, Nepali as medium of instruction for non-Nepali groups would not be unsuitable.

6. **Instructional Facilities:** Adequate exercise books, quality pencils, cutters and erasers along with text materials should be provided to the participants free of cost.

7. **Class Grouping:** In the present context, sex-wise class grouping is quite suitable for rural areas.

8. **Provision of Facilitators:** In the present context, the provision of male facilitators for male class groups and female facilitators for female class groups would be quite suitable. For mixed group, the facilitators of either sex would be suitable.

9. **Contents to be Included:** Normally, language and numeracy are the essential components of the basic level AEP. Besides these, functional messages and skills should be included in it. Then, vocational skills relevant to the local needs should be given preference. In fact, awareness related to health, sanitation, aforestation are integrated with functional contents. Furthermore, priority should be given to awareness-specific contents which enable the participants to speak against socio-economic oppression prevalent in the village.

10. **Duration of AEP:** The nine-month AEP would be quite suitable. However, six-month AEP would also be suitable.

6.2.5.2 Implementation Strategy

In order to make AEP more effective, the following implementation strategy has been proposed:
1. **Determination of AE centres/classes**: AE classes should be fixed based on the demand from the target group and after getting the demand verified at the target group level, the commitment of both the participants and facilitators to attend the classes regularly and punctually, and the commitment of the local people to help run the classes smoothly.

2. **Activities to be Carried out at the Beginning of AEP**: The following activities are to be carried out in order of precedence at the beginning of AEP to motivate the participants to attend the classes regularly and punctually:
   - Referring to the examples of people suffering in the village because of not being literate.
   - Referring to the examples of the participants who had completed AEP and demonstrated significant progress in their life.
   - Encouraging the guardians to send their family members to AE classes regularly and punctually.
   - Showing video film to demonstrate the importance of AEP.

3. **Conditions for Voluntary and Enthusiastic Learning of the Participants**: At least, the following four conditions should be fulfilled for voluntary and enthusiastic learning of the participants:
   - Provision of dedicated and trained facilitators
   - Provision of adequate instructional materials
   - Provision of text materials in respective mother tongues
   - Making learning as a fun

4. **Training System**: The team of resource persons should prepare master trainers at the central level and who prepare trainers at the regional level and who in turn train local supervisors and facilitators at the district level.
5. **Actual Implementation of AE Classes:** The trained facilitators actually conduct the AEP at the target group level.

6.2.5.3 Support System

There should be a congenial support system to make AE classes more effective. The following support system has been proposed:

1. **Provision of primer and Selection of Literacy Approach:** In the present context, there should be a provision of suitable primer with key word approach. It was suggested to revise the present primer. Moreover, it would be more suitable to develop separate primers for major MTS groups with Devnagari script incorporating the contents relevant to local needs. However, it is also recommended to use the REFLECT approach and LEA approach as an experimental basis.

2. **Inputs/Incentives to be Given to the Facilitators:** Additional training, remuneration and instructional materials are to be provided in order of priority to the facilitators as compared to the existing provision.

3. **Inputs/Incentives to be Given to the Participants:** Additional instructional facilities viz. quality pencil, exercise books, erasers, cutters should be provided to the participants as compared to the existing provision for motivating the participants to attend the class and to facilitate their learning. To insure the regularity and punctuality of the female participants, there should be a provision of caring young children by themselves.

4. **Supplementary Materials:** It would be quite suitable to provide supplementary materials on adult teaching and learning to the facilitators and simple reading materials to the participants.

6.2.5.4 Monitoring and Evaluation

Monitoring and evaluation function should be carried out conscientiously to make AEP more effective. Monitoring activities should begin from the very beginning to select site for AE classes. Its feedback is to
be given to DEO. Once the AE classes begin, the local supervisors should visit the field as per the predetermined schedule and perform M and E activities along with helping the facilitators to improve their performance and to evaluate the participants' progress in literacy achievement and attitudinal change towards modern practices. Its feedback is to be given to the facilitators and DEO.

It could be a good practice that the local influential personalities should check whether the AE classes are running smoothly. Similarly, the DEO officials, or NGO officials or school supervisors should visit the AE classes occasionally for checking whether the local supervisors are doing their job properly. Its feedback is to be given to the DEO. Moreover, the central level officials should visit the field for monitoring and evaluation selecting the classes randomly. The feedback is to given to DEO. The DEO should take necessary action in time based on the feedback received from various sources.

6.3 Educational Implications of this Study

On the basis of conclusions of this study and insights developed by the investigator during the study, the following educational implications have been presented:

1. This study has addressed the language issue in basic level AEP. The study dealt with the effectiveness of teaching illiterate adults to acquire literacy skills in the first language and in the second language. The study revealed that teaching illiterate adults of Nepali MTS group to gain literacy skills in Nepali as a first language yielded better result than teaching illiterate adults of Maithili, Bhojpuri, Tharu and Tamang MTS groups to gain literacy skills in Nepali as a second language. Similar results came out with respect to attitudinal change of the participants towards social practices, education and functional aspects.

2. Of the four non-Nepali MTS groups, Tamang MTS group was found better in literacy achievement. Tamang MTS participants who live in hilly and mountainous region had more interactions with Nepali MTS people. It implies that they were more familiar with Nepali language
than the other groups. Hence, the higher literacy achievement of Tamang MTS group may be due to their familiarity with Nepali language vis-a-vis other three groups.

3. In the existing AEP, illiterate adults of both Nepali and non-Nepali MTS groups were found to have taught Nepali as a first language. It implies that Nepali MTS group was in an advantageous position over other MTS groups. It further implies that imparting literacy skills to illiterate adults of non-Nepali MTS groups in their respective mother tongues may yield better results and hence, separate primers for each of them should be prepared in Devnagari script. Or a new method and primer for teaching Nepali to non-Nepali MTS groups as a second language should be developed.

4. The programme developers of GOs, NGOs and INGOs may use the findings of this study as a meaningful point of reference while modifying the existing AEP and designing new AEP.

5. Specifically, it is hypothesized that the model of AEP proposed by this study works well in the rural areas of Nepal because it was developed based on opinions of facilitators, supervisors, GO officials, NGO officials and INGO officials along with Nepali, Maithili, Bhojpuri, Tharu and Tamang MTS respondents who had already completed AEP. The study provides opportunity to interested investigator to put this model into practice to test whether it works well in rural areas. If it works well, the concerned GOs, NGOs and INGOs should adopt this model with necessary modifications.

6.4 Suggestions for Further Research

During the conduct of this study the investigator identified several areas for further research. Similarly, both the findings and limitations of this study generated new problems for further study. The interested investigators are suggested to undertake the following studies:
1. A study similar to the present study may be conducted with Nepali and non-Nepali MTS groups other than Maithili, Bhojpuri, Tharu and Tamang to compare the relative effectiveness of the existing six-month AEP.

2. A study may be conducted to find out the correlation between literacy achievement and attitudinal change of the participants.

3. An experimental research may be undertaken to test the effectiveness of three literacy approaches viz. the existing key word Approach, REFLECT Approach (Regenerated, Freirean Literacy Through Empowering Community Techniques) and Language Experience Approach in single MTS group or in different MTS groups.

4. An experimental research may also be undertaken with teaching adults to gain literacy skills in one non-Nepali group with Nepali as a medium of instruction and in the other groups with their respective mother tongues as medium of instruction.

5. An experimental study may be conducted to test the model of AEP developed and proposed by this study to see how well it works in multilingual rural areas.