Chapter IX

SUMMARY, CONCLUSIONS AND SUGGESTIONS
CHAPTER IX

SUMMARY, CONCLUSIONS AND SUGGESTIONS

The present study is an analysis of adult education in Anantapur District with special reference to the impact of National Literacy Mission on literacy, social awareness and functionality levels of the learners. Adult education signifies any form of learning undertaken by or provided to mature men and women. It is conceived as a process whereby the uneducated adults are imparted with skills of identifying and solving their personal and community problems. (Liveright and Maygood, 1968 : 9). Adult education, according to Rajamai P. Devadas, (1978 : 3), aims at promoting logical thinking, self-realisation and self actualisation. Personal development through participation in social, economic and cultural development is said to be the main objective of adult education as per UNESCO (1976 : 2).

ADULT EDUCATION IN INDIA

The need for adult education in India has been recognised since many centuries. Since Independence, programmes such as Social Education, Non-formal Education, Farmers' Functional Literacy etc., were promoted in India from time to time. The National Adult Education Programme introduced in 1978 and the National Literacy
Mission launched in 1988 took up the task of imparting education among adult illiterates on a large scale and dimension.

National Adult Education Programme (NAEP) was started with the objective of bringing about one hundred million adult illiterates in the age group of 15-35 years under the fold of education. National Adult Education Programme has been described as a developmental strategy by Adisheshiah (1979), as it was meant for promoting overall development of the target population as well as their socio-economic environment. The adult education programme envisaged an active participation in socio-economic development by the adults, as per the policy statement of Government of India (1978:9-10).

National Adult Education consisted of three basic components of action viz., literacy, functionality and awareness. The component of literacy aimed at promoting skills of reading, writing and simple arithmetics among the learners. Functionality, according to Heber, (1981 : 2) is concerned with development of knowledge and skills related to production activities of the learners. Social awareness is intended to spread the knowledge of the learners on issues related to social, political and economic problems.
National Literacy Mission (NLM) has come into existence to fulfill some of the objectives of New Education Policy adopted by India in 1986. It differs from other adult education programmes because of its stress on the involvement of people, voluntary organisations and educational system in promoting adult education (Government of India, 1988). However, it has retained as its target the task of freeing millions of adults in the age group of 15 to 35 years from the bondage of illiteracy, liberating them from stagnation and helping them to participate in the development process. The programme at a later stage adopted area approach as well as promoting total literacy in the selected areas.

NLM created proper environment for adult education by conducting literacy campaigns, melas and Jathas. As a result by 1993 it was able to reach about 31 million adults. Nearly 750 voluntary organisations started participating in NLM activities. As per the latest reports of the Directorate of Adult Education (1994:2), total literacy campaigns are under way in 267 districts.

STUDIES ON ADULT EDUCATION

The impetus given to adult education in policies and programmes is not entirely culminating in promoting adult education among illiterate population. These studies on adult education
Indicated that the end results did not tally with the initial objectives. Tiwari (1978) felt that the adult education programme is too ambitious in targets and conservative in approach and there by failed to achieve the results. Naik (1979), in his study of NAEP in Gujarat, observed that there are problems of enrolment of learners in adult education centres and that their attendance is very poor. As a result, only 16 per cent of them were able to gain reasonable education. T.V. Rao, Anil Bhat and T.P. Ramu Rao (1980), in their appraisal of adult education in Rajasthan, concluded that the centres had concentrated on teaching literacy and neglected the components of social awareness and functionality. The review committee on NAEP headed by D.S. Kothari (1980) also came to the similar conclusions. The failure of NAEP in promoting social awareness and functionality among the learners is attributed to lack of exposure on the part of adult education functionaries to developmental activities (Muthayya and Hemalatha, 1981).

The studies of Natarajan (1982), Sharma and Patel (1986), Vasudavaro (1988), Govindappa et al (1990), Molly Mathew (1990), Sivadasan Pillai (1990) etc., have come to almost common conclusions that the impact of adult education through NLM was not felt totally. Its impact is limited on literacy and almost negligible on social awareness and functionality.
THE PROBLEM

The studies on adult education are very few eventhough the problem of illiteracy is concerned with as many as 40,41,58,489 people in India by 1991. Hence, it is essential to have many studies on adult education, especially when adult education programmes are aiming to cover about one hundred million illiterate adults by the end of this century. The existing studies on adult education indicated that National Adult Education Programme (NAEP) and National Literacy Mission (NLM) have succeeded in enrolling a large number of people for adult education. Most of the studies indicated that the impact of the programme was felt to some extent in promoting literacy. However, very few of these studies looked in detail about the contribution of adult education in promoting reading, writing and numeracy skills among the learners. Eventhough some of these studies identified that impact of adult education in promoting functionality and social awareness among the learners is decimal, the areas of functionality and social awareness have not been specified by them. Therefore, it can be stated that comprehensive studies on the impact of adult education are almost absent and attempts of identifying factors responsible for the success or failure of the programmes are very few.
The present study is an attempt to bridge these research gaps by studying in detail the impact of adult education on the learners' literacy, functionality and awareness achievement.

OBJECTIVES OF THE STUDY

The overall objective of the study is to measure the impact of adult education on the literacy, awareness and functionality levels of the learners with reference to demographic, social and Economic variables. The specific objectives of the study are:

1. To trace the trend of the adult education programme in Anantapur District with specific reference to the enrolment of the learners.

2. To analyse the organisational aspects of the programme and the variations in organisation among different agencies involved in adult education programme.

3. To study the socio-economic, educational and professional background of the personnel of adult education.

4. To measure the socio-economic status of the learners and their aspirations in seeking adult education.

5. To measure the impact of the programme in promoting literacy among the learners.
6. To study the impact of the programme on the levels of awareness among the learners.
7. To analyse the impact of adult education on the extent of functionality among the learners.
8. To analyse the differential impact of adult education with reference to factors such as sex, age, marital status, family type, caste, nativity, occupation, income and attendance of the learners, and
9. To find out the differential impact of adult education on the learners with reference to the variations among the implementing agencies, viz., Government, University and Voluntary Organisations.

METHODOLOGY

Anantapur District is the broad geographical setting in which the study is conducted. The District is witnessing implementation of adult education activities on massive scale since the year 1980 in the form of National Adult Education Programme and since 1988 on the lines of National Literacy Mission. The State Government, University and Voluntary organisations are involved in implementation of adult education in Anantapur District.
During the year 1991-92, five adult education projects were working in Anantapur District of which three were implemented by Government and one each by the University and Sevamandir - a Voluntary Organisation. Altogether 645 adult education centres were started under these projects. The present study is based on a sample of 300 learners representing 15 adult education centres run by the three different implementing organisations.

In selecting the sample, stratified random sampling method was followed. Stratification was carried out in selecting adult education centres on the basis of implementing agency. Fifteen centres, representing five each from the Projects organised by Government, University and voluntary organisation have been selected giving priority to spatial distribution. In selecting learners from each centre, only the learners who have put-in maximum attendance were considered to the extent of 20 learners from each centre.

Primary data are obtained by administering schedules to the learners and instructors. The schedules covered information on the personal, social and economic background of the respondents, the achievement of the learners in literacy, functionality and awareness and the opinions and attitudes of the learners and instructors of the adult education programme. Secondary data related to adult
education are obtained by consulting the records and annual reports of the projects and the centres. Analysis was carried out manually on the progress of adult education in terms of enrolment and centres for the years 1980-92. Organisational pattern, budget and expenditure was studied for the year of study i.e. 1991-92. Analysis was carried out on the aspects related to demographic, social and economic background of the learners and the impact of the programme on literacy, functionality and awareness. The differential impact was measured with reference to learner variables such as sex, age, marital status, family type, caste, occupation, property, income, attendance and organisational variables such as the background of the instructor and facilities of the centre.

PROGRESS OF ADULT EDUCATION IN ANANTAPUR DISTRICT

Anantapur District is part of Rayalaseema region in Andhra Pradesh. It covers the geographical are of 19,226 squire kilometers and a population of 31.8 lakh people as per 1991 census. The district is among the most backward districts in Andhra Pradesh in terms of literacy. As per 1991 census only 35.66 per cent of the population is literate. In absolute terms, there are 20,45,774 illiterates in Anantapur District. The extent of illiteracy is very high among females. 76.6 per cent of the females are illiterates compared to 52.9 per cent of males. The district has variations in
the extent of illiteracy is rural and urban areas. Nearly 69.4 per cent of the rural population is illiterate as against only 47.1 per cent of urban population.

The district witnessed a series of efforts towards promotion of adult education. Night schools for adults functioned in Anantapur district way back 1882. The Night Schools were organised by the District and Taluk Boards in regular schools. A special drive was taken up in the year 1919 in favour of adult education in Anantapur district. Programmes like Social Education and Study Circles were organised in the district after independence. About 120 adult schools were functioning in the year 1958 catering to the needs of 2,664 adults.

Massive efforts were taken up in Anantapur district with the launching of NAEP on 26th July 1980. The first NAEP Project was introduced in Kalyanadurg block covering 300 adult education centres with 9,057 learners in 1980-81. In all 18 NAEP projects were implemented in the district during the year 1980-88. These projects enrolled 1.26 lakh learners in 4,210 centres.

National Literacy Mission was introduced in the year 1988-89. It is being implemented by the Department of Adult Education, Government of Andhra Pradesh; Department of Adult, Continuing
education and Extension, S.K. University; and by two voluntary organisations viz. Sevamandir and Veerabrahendra Educational Society. By 1991-92, 18 NLM Projects covering 4,425 centres and 1.32 lakh learners were organised in the district.

The overall progress of adult education activities in Anantapur District during the years 1980 to 1992 shows that commendable efforts were made. In all 36 adult education projects were organised by the Government, University and Voluntary Organisations. About 8,635 adult education centres were started. About 46 per cent of these centres were meant exclusively for males, 37 per cent were organised for only female learners and the remaining 17 per cent admitted learners from both the sexes. By location, 88 per cent of these centres were promoted in rural areas and 12 per cent in urban areas. 18 per cent of the centres started during this period enrolled only Scheduled Castes learners while 10 per cent admitted Scheduled Tribes exclusively.

A remarkable coverage by the adult education centres was witnessed during the years 1980-92. The programme enabled 2.59 lakhs of learners to join the adult education centres, of which 53 per cent were male and 47 per cent were female learners. Traditionally less educated sections found sufficient place in adult education enrolment. About 44 per cent of the learners belonged to
Backward Castes, 22 per cent to Scheduled Castes and 9 per cent belonged to Scheduled Tribes. The overall performance of Adult Education Programme can be regraded as satisfactory in terms of projects started, centres established and learners enrolled.

THE IMPLEMENTING AGENCIES

Adult Education Projects in Anantapur district are presently implemented by Department of Adult Education of the State Government, The Department of Adult, Continuing Education and Extension of Sri Krishnadevaraya University and Sevamandir, a voluntary organisation. In addition to the above agencies Sri Veerabramhendra Educational Society also organised Adult Education Programmes on a small scale intermittently. The study analysed the organisational pattern, the staff structure and background and the expenditure pattern of the these main adult education implementing agencies in Anantapur district.

The Department of Adult Education comes under the purview of the Government of Andhra Pradesh. It was started in 1980 with single project at Kalyanadurg. Presently, it is implementing three projects at Tadipatri, Kadiri and Kanekal regions. It is headed by the District Adult Education Officer with Jurisdiction over the three projects. Each project is headed by a Project Officer and supported
by two Assistant Project Officers and four supervisors. Every
centre is organised by an Instructor. Wherever Jana Sikshana
Nilayams are established, they are kept under the control of a
Prerak. Thus, there are three Project Officers, six Assistant
Project Officers, 12 Supervisors, 73 preraks and 900 instructors
working in the Adult Education Projects of the Department of Adult
Education.

The Department of Adult, Continuing Education and Extension,
Sri Krishnadevaraya University is involved in Adult Education
activities since May 1984 with the financial assistance received from
University Grants Commission. The Dean of Social Sciences of the
University acts as Honorary Director of the department where as the
executive responsibility of implementing the activities comes under
the purview of the Project Officer. A Technical Assistant, four
Supervisors and 45 Instructors are concerned with the
implementation of the Adult Education Programmes.

Sevamandir has been involved in educational development
activities for more than fifty years on a voluntary basis. It has
taken up adult education under NAEP in the year 1983-84 with the
assistance of Ministry of Human Resources Development, Government
of India. Sevamandir is also running a District Resource Unit (DRU)
concerned with adult education. It is also taking part in
The adult education project of Sevamandir is headed by a Honorary Director and implemented by a Project Officer, six Assistant Project Officers, 10 Supervisors, 37 Preraks and 300 Instructors. The District Resource Unit has a separate coordinator and six Research Associates.

ADULT EDUCATION FUNCTIONARIES

The profile of the adult education functionaries in all the three implementing agencies presents interesting observations. There are altogether 1,400 staff engaged in adult education programmes in the district for the year 1991-92, of which 995 are in the Government Projects, 354 in Sevamandir Project and 51 are in the project of the University. Female staff are found mostly in the University Project. To be precise, 55 per cent of the functionaries in the University Project are females compared to 37 per cent in Sevamandir and 35 per cent in the Government Projects. More number of functionaries are in younger age group in the Government Project. Nearly 50 per cent of the staff in Government Project are below 25 per cent compared to 29 per cent in University and 27 per cent in Sevamandir Projects. The functionaries in
University Project are better qualified than their counterparts in other projects. In fact 41 per cent of the staff in University adult education project are graduates including 19 per cent post graduates while only 15 per cent of the staff in Government and 17 per cent in Sevamandir attained graduate qualifications.

The functionaries in the University Project have put up more years of experience in adult education. Our data shows that 59 per cent of the University adult education functionaries have more than four years of experience compared to 39 per cent in Sevamandir and only 23 per in the Government Project. Thus, the functionaries in the University Project possessed better qualifications and experience in adult education activities.

TRAINING FOR ADULT EDUCATION FUNCTIONARIES

Training programmes for adult education functionaries in Anantapur district are organised separately by the Government, University and Sevamandir Projects. During the 12 years of NAEP and NLM, 62 training sessions involving 14,761 functionaries were organised. Out of the total training programmes, 31 were orientation programmes and the remaining 31 were refresher courses.
Department of Adult Education conducted 46 training programmes for the benefit of 12,879 functionaries. Eight training programmes each were conducted by Sevamandir and University Projects separately. About 1,447 functionaries received training at Sevamandir while only 435 were given training by the University Project. All the staff members were given orientation training and majority of them were also provided with refresher training.

EXPENDITURE ON ADULT EDUCATION

The expenditure pattern of adult education programmes in the three projects for the year 1991-92 shows that an amount of 78.63 lakhs was incurred, at an average of Rs. 251 per learner. The average expenditure per learner stood very high at Rs. 296 in the University Project followed by Rs. 215 in Government Projects and Rs. 185 only in Sevamandir. In the total expenditure, 43 per cent was incurred on salaries alone, 18.7 per cent on establishment and 12.3 per cent on learning materials.

The expenditure per learner did not vary among the implementing agencies on learning materials and teaching materials and miscellaneous expenditure. Sevamandir spent relatively less on salaries and establishment. The expenditure on training and transportation was less in the University Project. In comparison
with other implementing agencies the expenditure on salaries was very high in the University, and on establishment and training in Government. Voluntary Organisation was able to curtail its expenditure on most of the items and is able to organise adult education at a very less cost per learner.

The following conclusions are arrived on the basis of the study on the three implementing agencies:

- The Government agencies continue to play a dominant role in organising the adult education projects. Even though the district has nearly 100 active voluntary organisations, only two organisations are involved in adult education activity.

- The involvement of University is limited to the communities around the university only. The university departments and affiliated colleges are not taking active part in organising adult education programmes.

- The functionaries of adult education in the district have necessary qualifications and are provided with the required orientation training.

- The functionaries in the university project are relatively young in age and more qualified than their counterparts in Government and voluntary organisations.
The functionaries have put up consistent service and experience in adult education in the university and Sevamandir Projects than in the Government Projects. At the grass-root level, despite reserving a significant number of centres for women, there are relatively few lady functionaries. Only the university project is able to utilise the women functionaries to a significant level.

The expenditure pattern shows that an amount of Rs. 251 is spent on each learner per year which is reasonable.

A significant portion of expenditure is incurred on salaries, establishment and incentives. Expenditure on learning and teaching materials is proportionately less.

Voluntary organisation is able to manage with just Rs. 185 per learner while the expenditure per learner ranged from Rs. 215 in Government to Rs. 296 in the University.

PROFILES OF ADULT EDUCATION CENTRES

All the 15 adult education centres, representing five from each project, are located in communities that are backward socially, economically and educationally. The population of these communities in which the centres are located ranged from a minimum of 786 to a
maximum of 4,004 people. The communities are multicaste in nature and represented people from different occupations. Nearly 60 per cent of the people in these communities belong to poorer sections. The percentage of illiteracy ranged from a minimum of 35.5 per cent in Navodaya colony to a maximum of 77.5 per cent in Bennikal village, showing that there is a strong need for adult education programmes in all these communities.

All the 15 adult education centres have the facilities required for conducting adult education classes. Eight of the selected centres are meant for both the sexes, five were meant for women and the remaining two were catering to only men. Most of the centres are working in evening between 7 PM. and 9 PM. The centres enrolled a maximum of 30 learners. All the centres experienced the problem of dropouts. The dropouts ranged from only two in Veparalla and Mangalawada to eight in Sridaragatta village. As a result none of these centres was able to impart education to the expected number of learners.

PROFILE OF THE INSTRUCTORS

All the centres under the study have instructors. Among the 15 instructors 10 are men and the remaining five are women. As many as 12 instructors are in the age group of 25-35 years. The
Instructors had a minimum education up to Secondary School Certificate, while only four attained collegiate education. All the instructors had necessary training in adult education and they have put in more than two years experience in adult education.

The instructors were happy with the training received by them. However, they felt that the teaching materials given to them are not in tune with the requirements. It is suggested by majority of the instructors that information on issues concerned with social awareness and functionality has to be provided in the form of source books. All the instructors expressed their dissatisfaction with the honorarium given to them. About 40 per cent of the instructors felt that there must be a separate regular cadre for adult education instructors. While they are satisfied with the cooperation extended to them by the people and superiors in project organisation, the instructors felt that the response from Government Officer and Development functionaries is not satisfactory. The instructors also opined that the learners in adult education should be given priority in the on going development programmes.

PROFILE OF THE LEARNERS

The study is based on a sample of 300 learners representing the three projects equally. The following are the major findings on their demographic, social and economic features of the learners.
Participation of women in general is found to be even with men in adult education. The learners in university centres enrolled mostly women.

The age of the learners indicates that 74.67 per cent of them are within 15-35 years age. Nearly 26 per cent of the learners are beyond the target age group.

Marital status of the learners shows that around one third of them are unmarried.

More than half of the learners are from joint families. Only in case of the university centres majority (80%) of the learners came from nuclear families.

Backward Castes (41%) and Scheduled Castes (25%) responded well and joined the adult education centres in large numbers. Only six per cent of the learners are from Scheduled Tribes. The University Centres accounted mostly for the learners from educationally backward castes and tribes.

All the learners in the University Centres are from urban areas while the Government and Voluntary Organisation admitted learners in rural areas only.

The learners are from different occupations of which majority are farm labour, farmers and artisans.

The response from landless adults, marginal and small farmers is very high since most of the learners belong
to these categories. Similarly poor and lower middle classes constituted most of the learners.

IMPACT OF ADULT EDUCATION ON THE LEARNERS

The main emphasis of the study is to observe the impact of adult education on the learners with reference to their achievement in the areas of literacy, social awareness and functionality. The study also concentrated on the factors responsible for differential impact. Major conclusions regarding the impact on different components are given here under.

IMPACT ON LITERACY

Observations made earlier by J.P. Naik, (1979) Gomathimani (1980) and Vasudevarao (1988) are reiterated by our study to a considerable extent. The adult education efforts in the study area are moderately successful in promoting literacy skills among the learners.

The findings on the reading abilities of the learners point out that only 11 per cent were able to read written messages and 20 per cent reached the level of reading simple instructions. Compared to the learners in Government and University Projects, the learners in
the project of voluntary organisation exhibited better abilities in reading.

Coming to writing abilities, about 10 per cent and 20 per cent of the learners are in a position to write independent passages and simple sentences respectively. The remaining 70 per cent are lagging behind at different levels. The achievement of the learners in voluntary organisation is found to be better than the others.

Only nine per cent of the learners reached the level of understanding proportions and interest calculations. The rest of the learners show lesser skills in numeracy. As observed earlier by Mahesh (1989) and Gandhigram study (1990), the performance of the learners in numeracy is found to be dismal than in reading and writing abilities.

In the field of literacy as a whole, it is observed that 27.7 per cent achieved fair levels, 34.7 per cent reached average level and 37.6 per cent performed poorly. The performance of the learners in voluntary organisation is relatively better followed by the learners in Government.

Factors such as male sex, younger age, unmarried status, nuclear family membership, rural nativity, upper caste position,
higher occupations, landed wealth and better income had a positive influence on the performance of the learners in literacy aspects.

IMPACT ON SOCIAL AWARENESS

The study reveals that the overall performance of the learners in social awareness is not satisfactory. Only eight per cent of the learners attained good scores in social awareness. In identification of social problems like illiteracy, illhealth and poverty which are directly effecting the living patterns, it has been observed that more than 80 per cent of the learners reacted positively. The cognisance level of the learners on intricate social problems like environmental degradation and national integration etc., is poor. Many learners were silent on the causes leading to environmental degradation and national disintegration. Similarly the response of the learners is not encouraging as per their attitudes on immunisation, abolition of subsidies, introduction of social forestry and promotion of inter-caste marriages.

The performance of the learners on social awareness shows variations among the different projects. A higher level of achievement in social awareness is reported from the learners in the centres of voluntary organisation. Social awareness is at a low ebb among the learners of female sex, married status and joint families.
The performance is observed to be low from the learners belonging to lower castes, farm labour and urban residents. Lower economic status in terms of both land and income also associated with lower level of social awareness.

IMPACT ON FUNCTIONALITY

The performance of the learners concerned with functionality is very poor. About 45 per cent of the learners scored poorly. On the other hand only 20 per cent obtained better scores in functionality achievement. Voluntary organisation achieved better results among the learners in promoting functionality.

In different areas of functionality, it is observed that about one third of the learners received functional information in matters related to occupational development. Knowledge on development agencies was acquired by only 32 per cent of the learners. While 50 per cent of the learners had knowledge of the role of development functionaries, about 39 per cent of the learners knew about the ongoing development programmes. However, only 18 per cent of the learners were able to participate in these programmes.

A positive performance was observed in functionality in the case of male and unmarried learners. Learners from nuclear families,
rural communities and upper castes fared better. Higher occupations, lower land holders and higher annual income showed a positive correlation with the functionality level of the learners.

OVERALL IMPACT OF ADULT EDUCATION

The overall impact of adult education on the learners is found to be negligible. The scores of the learners in literacy, functionality and social awareness together shows that only 25 learners (8.33%) derived satisfactory improvement in their skills. Table 9.1 shows the distribution of scores attained by the learners. It can be concluded accordingly that the performance of 18 per cent of the learners is very poor and 25 per cent is poor as they secured less than 43 scores. Nearly one fourth of the learners' performance is poor with scores of 44 to 84. About 37 per cent of the learners had average scores. Good scores ranging from 130 to 172 have been achieved by 11.67 per cent of the learners and very good scores have been achieved by merely 8.33 per cent. The mean score achieved by the learners is 94 out of possible 216 scores. The mean score of the learners in the university project is around 89. The learners in Government centres scored 92 and the best mean score of 102 is achieved by the learners in the centres of voluntary organisation. Thus, it can be concluded that the efforts put in by the voluntary organisation yielded marginally better result.
Table 9.1

OVERALL PERFORMANCE OF THE LEARNERS IN ADULT EDUCATION

<table>
<thead>
<tr>
<th>Scores and Level</th>
<th>Govt. Project (N=100)</th>
<th>University Project (N=100)</th>
<th>Vol. org Project (N=100)</th>
<th>Total (N=300)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 43 Very poor</td>
<td>19</td>
<td>21</td>
<td>14</td>
<td>54</td>
<td>18.00</td>
</tr>
<tr>
<td>44 - 86 Poor</td>
<td>27</td>
<td>26</td>
<td>22</td>
<td>75</td>
<td>25.00</td>
</tr>
<tr>
<td>87 - 129 Average</td>
<td>36</td>
<td>36</td>
<td>39</td>
<td>111</td>
<td>37.00</td>
</tr>
<tr>
<td>130 - 172 Good</td>
<td>10</td>
<td>11</td>
<td>14</td>
<td>35</td>
<td>11.67</td>
</tr>
<tr>
<td>172 - 216 Very good</td>
<td>8</td>
<td>6</td>
<td>11</td>
<td>25</td>
<td>8.33</td>
</tr>
<tr>
<td>Mean Scores</td>
<td>92</td>
<td>89</td>
<td>102</td>
<td>94</td>
<td></td>
</tr>
</tbody>
</table>
The demographic, social and economic factors had significant influence on the impact on the learners of the adult education programme. The mean scores achieved by different categories of learners are presented in table 9.2. It can be understood accordingly that the male learners had a mean score of 105 compared to only 83 by females. The learners in younger age group performed better than the older age groups. Only marginal difference is observed in the scores of unmarried (95), married (90), and widow (97) learners. It leads to the conclusion that male sex and younger age are in favour of a positive impact while marital status had insignificant influence on the achievement of the learners.

The social variables such as type of family, caste and nativity had significant influence in determining the impact of adult education. The learners from joint family (111) performed better than the learners in nuclear families (77). The upper caste learners attained a mean score of 118 followed by a score of 96 by Scheduled Tribes, 92 by Backward Castes and 70 by Scheduled Castes learners. Thus, it can be concluded that the upper caste learners utilized the programme to a better level, the Scheduled Tribes and Backward Castes to a moderate level while the Scheduled Caste learners lagged behind. Learners in rural centres attained an average score of 109 as against 79 by the urban learners. Thus, joint family membership, upper caste status and rural background are found to be conducive in enabling to record a higher performance.
Table 9.2

PERFORMANCE BY VARIOUS GROUPS OF LEARNERS

<table>
<thead>
<tr>
<th>Factors</th>
<th>Variables</th>
<th>Mean Score of the Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Males</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>83</td>
</tr>
<tr>
<td>Age</td>
<td>15 - 25 Years</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>25 - 35 Years</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>35 - 45 Years</td>
<td>82</td>
</tr>
<tr>
<td>Marital Status</td>
<td>Un-married</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Married</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Widow</td>
<td>97</td>
</tr>
<tr>
<td>Family</td>
<td>Nuclear</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Joint</td>
<td>111</td>
</tr>
<tr>
<td>Caste</td>
<td>Upper Castes</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>Backward Castes</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Scheduled Castes</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Scheduled Tribes</td>
<td>96</td>
</tr>
<tr>
<td>Nativity</td>
<td>Rural</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>79</td>
</tr>
<tr>
<td>Factors</td>
<td>Variables</td>
<td>Mean Score of the Learners</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Occupation</td>
<td>Farmers</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>Business and Services</td>
<td>114</td>
</tr>
<tr>
<td></td>
<td>Labour and Artisans</td>
<td>61</td>
</tr>
<tr>
<td>Land</td>
<td>Medium Farmers</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Small &amp; Marginal Farmers</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Landless</td>
<td>73</td>
</tr>
<tr>
<td>Income</td>
<td>Poor</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Middle</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Rich</td>
<td>117</td>
</tr>
<tr>
<td>Project</td>
<td>Government</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>University</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Voluntary Organisation</td>
<td>102</td>
</tr>
</tbody>
</table>
Coming to economic factors, the mean scores of the learners engaged in business and service (114), learners with medium land holdings (116) and the learners in higher income groups (117) is found to be good. On the other hand the achievement of agriculture labour and artisans (61) landless learners (73) and poor income groups (70) is observed to be substandard. Hence, it can be concluded that the economic factors of the learners influenced their achievement in adult education.

SUGGESTIONS FOR IMPROVING ADULT EDUCATION PROGRAMMES

The study arrived at a conclusion that the over all impact of adult education programme in improving literacy, social awareness and functionality of the learners is not satisfactory. Suggestions for improving the programme have come from both the learners and instructors. The responses of the learners indicate that the duration of the adult programme should be extended from nine months to one and half years. Some learners are of the opinion that the adult education centres should be run in morning and evening shifts to suite the needs of the working population. The farmers as well as agriculture labour preferred morning hours for education while the artisans, business men and employed learners preferred the evening sessions. Women, on the otherhand expressed that after noon class work is desirable for them.
The instructors offered many suggestions basing upon their experience. They include:

- Improving the content of the Wachakams (texts).
- Incorporation of local and regional dialect in the texts.
- Supplying charts concerned with aspects of personal hygiene, health, sanitation, immunisation, afforestation, sericulture, animal husbandry, use of fertiliser and pesticides etc., in order to generate functional and social awareness.
- Involving functionaries of the Government, banks and other development agencies in adult education class work at least once in a week.
- Giving priority to the adult education learners in the ongoing development programmes.
- Extending the programme duration from 9 months to one year.
- Grading the learners into various categories and issuing them certificates indicating their level of achievement so as to use the certificates in employment and income generation programmes.
- Supplying information materials on issues related to social awareness and functionality for the benefit of the instructors.
Introducing simultaneously three adult education centres in every community to be run in different shifts in the morning, afternoon and evening so that the learners have the option of attending the centres at the time convenient to them, and employing one instructor for a series of three centres and increasing their honorarium from Rs.100 to Rs.300 per month.

The implementing authorities of the different projects have mostly suggested an increase in the financial outlay for the programme. The university and Government project heads desired an outlay of at least Rs. 600 per learner while the voluntary organisation preferred Rs. 300 per learner. The project heads also felt the necessity of evolving teaching materials related to functionality and social awareness for distribution among the instructors. Delay in release of grants to the voluntary organisation and university is said to be a major constraint for the implementation of the programme. The heads of the two projects also felt that the sanction for adult education should be for a term of five years.

The study enables us to understand that the performance of the learners need to be improved in general and in areas of social
awareness and functionality in particular. The class work has become monotonous with mere teaching. Cultural media should be used more effectively in imparting adult education. The training programmes for the instructors should ensure that they are trained in utilising the media of songs, dance and drama models. A monthly cultural get together for the learners can be thought of at the community, mandal and district level. An adult education learner should be viewed as a prospective participant by development programmes and must be trained accordingly. The occupational interests of the learners should be identified in the first week of joining. Information on occupational advancement through improved methods, upgraded skills and appropriate technology should be passed on to each occupational group of learners. In order to make this viable, the occupational group can be formed for a cluster of ten centres and to conduct these information sessions by rotation among the centres. The adult education supervisors are to be given specific charge of the occupational information sessions.

To sustain the initial motivation of the learners in adult education, to enable the learner to be an active participant in the process and to set the process of community organisation and community development into motion, the adult education learners in each centre should be involved in action based programmes such as sanitation drives, health drives, family planning drives, social
forestry and other activities concerning the entire community. The classroom orientation should simultaneously be integrated with collective self-help efforts.

In a nutshell it can be concluded that the enrolment in each community is limited to 30 learners of which around 20 to 25 are undergoing education for a short duration of 9 months of which only two or three an average learners on average from each centre are able to reach the expected standards in literacy, awareness and functionality. The target of reaching "Education for all" can never be achieved in the expected time span, i.e. by the end of this century at this pace. The campaign should aim at covering all the adult illiterates in each community simultaneously. The programme should include besides learning in classroom, participation in self-help programmes in actual social setting. The instructors and supervisors should take up the role of the community organisers in order to ensure that literacy culminates in social awareness and functionality.

***