CHAPTER V

SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS
Chapter V

5.0.0 Summary
5.1.0 Findings and Discussions
5.2.0 Profile of the Respondents
5.3.0 Chi-square Analysis
5.3.1 Reasons for joining the course
5.3.2 Perception of Rural Development
5.3.3 Improvement in Self-image
5.3.4 Treatment by the Family Members
5.4.0 Analysis of Free Response Categories
5.4.1 Economic Development and Employment
5.4.2 Social Development
5.4.3 Improvement of Health and Hygiene
5.4.4 Personal Development
5.4.5 Cultural Development
5.4.6 Political Development
5.4.7 Rural Development
5.5.0 Analysis of Animator’s Responses
5.6.0 Analysis of the Responses of the 3 Project Officers
5.7.0
Chapter V

SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.0.0 SUMMARY

The present investigation was initiated to study the Role of Adult Education in Rural Development. For this study 24 villages were selected from the two districts - Coimbatore and South Arcot of Tamil Nadu. All the learners who had completed a 10 month course in Adult Education centres conducted by the voluntary agency, Literacy India Trust (LIT) formed the sample for the study. Also data were collected from the 24 Animators and the three Project Officers of the Adult Education programme. The tools employed for data collection were structured interview schedules and questionnaires, which were constructed by the researcher and pre-tested for establishing their validity and reliability. The data thus collected from the 697 Adult Neo-literate Learners, 24 Animators and the three Project Officers were analysed using percentages, chi-square analysis and content analysis as represented in the fourth chapter. The fifth chapter includes the findings, discussions and conclusions based on the findings and recommendation for future research.

5.1.0 FINDINGS AND DISCUSSIONS

The analysis of the socio-economic characteristics of the 697 respondents revealed that the adult learners were in the age group of 15-35 years, (91.36%), Hindu (55.5%), belonging to the Hindu religion, (92.8%) and SC/ST...
community (94.26%), with the monthly income ranging from Rs.200 to Rs.600, with one to five dependants (92%). This indicates that they belong to the productive age group of 15-35 years, classified as adults by the government. It is encouraging to see that the sample is female dominated, unusual though it may sound. Also, majority of them were from the SC/ST category, among whom the literacy percentage is very low compared to the other communities. In general poverty and illiteracy are intertwined as they are the two sides of the same coin. True to this statement, the respondents were also very poor with a meagre income and a large family with more number of dependants.

5.2.0 PROFILE OF THE RESPONDENTS

After finding out the profile of the adult learners, the row-wise and column-wise percentage of the responses were analysed. Majority of the learners found the lessons relevant to their lives. Most of the learners in the 15-35 age group found the teaching methods very effective. Learners in this age group found the programme very beneficial. Learners in the age group of 15-35 years found the economic improvement as a result of attending the adult education programme.

Almost all the learners, except a negligible percentage, irrespective of age, sex, religion, community, the monthly income and the number of dependants found the lessons relevant to their lives or occupations, the teaching methods such as discussions, problem solving, question-answer sessions, motivational songs, street plays and other traditional and folk theatre effective in conveying the required messages, found the programme of adult education beneficial in many respects such as prevention and care of diseases, improvement in health and hygiene and environmental cleanliness, better preparation of nutritious meals, child care methods,
improvement in small savings, better social relations, self image, understanding of one's rights and responsibilities and legal awareness, leading to overall cultural, social, political and economic improvement.

5.3.0 CHI-SQUARE ANALYSIS

After the identification of the profile of the adult learners and analysing their responses regarding the relevance of the lessons, usefulness of Primers, benefits from the adult education programme have contributed towards cultural, social, political and economic improvement. With respect to age, sex, religion, community, monthly income and the number of dependants in the family the chi-square test of association was used to test the 24 hypotheses framed (Ref Chapter I).

5.3.1 Reasons for Joining the Course

The five null hypotheses that there is association between age, sex, religion, income and the number of dependants and the reasons for joining the course were rejected at .05 level of significance. This shows that age, sex, religion, monthly income and the number of dependants have an influence on the reasons for joining the adult education programme. It was the younger age group (15-35 years) who were interested in becoming literate than their older counterparts. In the present sample, female learners were slightly higher than the males. This shows a welcome change, for the government is focussing more and more on women's education. Ultimately only when a "Woman is educated the family is educated" and "When a woman moves, the nation moves". It is the woman who has to send her children to school instead of work and look after their progress in education, as males are more pre-occupied with
their jobs. Therefore women's learning amounts to everybody's learning. Most of the developmental programmes and literacy programmes (16 pt. programme) emphasise on women's education as their literacy percentage is far below males.

As most of the learners were Hindus no comparison could be made regarding its influence in joining the adult education course. Regarding community, it is encouraging to see that the majority of them belonged to the SC/ST community whose illiteracy percentage is very high. Government is concentrating on their educational improvement through reservation quota, as most of them will be first generation learners. Community has no influence on the reasons for joining the course in this sample. Regarding the influence of income on the reasons for joining the centre, it is found that the lower income group (most of them) was more inclined towards the programme. As poverty and illiteracy are inseparable and have to be attacked simultaneously, the trend of the lower income group in favouring adult education is encouraging. Once they become literate with its consequent aspects of awareness and functionality, they will be able to earn more and hence save more. This will enable the benefits of the poverty alleviation programmes of the Government to reach the target beneficiaries. Finally, the number of dependants in the family, also has an influence in the choice of the programme. As it is the dependants are more in their families ranging from 1 to 5. The families which have more dependants are not joining the programme probably for lack of time or the influence of elders.
5.3.2 Perception of Rural Development

The four null hypotheses stating that there is no significant relationship between sex, religion, monthly income and the number of dependants with their perception of rural development as a result of attending the adult education programme were rejected at .05 level of significance. This indicates that these four variables - sex, religion, income and number of dependants - have an influence over their perception of rural development. The two null hypotheses stating that there is no significant relationship between age and community and perception of rural development were accepted, indicating that age and community have no influence on their perception of rural development. Analysis of the animator’s and project officers responses indicate, that the learners were able to approach the government by themselves as a result of the awareness created, among them through adult education programme and benefit from many of the developmental programmes such as dairy schemes, bullock-carts, tyre-carts, petty trades, deepening irrigational wells, agricultural loans, oil engines, Dairy cooperatives and labour contract association, were also formed.

5.3.3 Improvement in Self-Image

The null hypotheses association between age, sex and monthly income and the improvement in self-image were rejected at 0.05 level of significance. This shows that age, sex and monthly income have an influence over their perception of self-image. The younger age group (15-35 years) expressed that their self-image improved as a result of attending the adult education course. Also, the lower income group (between Rs. 200-1500) were able to learn more due to the skill development
(envelope making, basket making, growing kitched garden) and also to save more, avoiding unnecessary expenses, which naturally improves one’s self-confidence and self-image. They also expressed in the free response categories, that they got rid of their inferiority complex and initial nervousness as a result of exposure to the adult education programme.

5.3.4 Treatment by Family Members

The three null hypotheses that there is no significant relationship between age, monthly income and the number of dependants and the treatment by the family members were rejected at 0.05 level of significance, thereby indicating that age and monthly income have an influence in the treatment of the learners by the other members of the family. The younger age group (15-35 years) felt that they were treated with more respect after completing the adult education course, i.e. after they became literates and became aware of the problems and the programmes meant for them. But the three null hypotheses that there is no association between sex, religion, and community and the treatment by family members had to be rejected indicating that these variables have no influence on their treatment by family members.

To substantiate these findings and to go deeper, free response questions were given and the responses of which were subjected to content analysis, which indicate the qualitative aspect of this study.
5.4.0 ANALYSIS OF FREE RESPONSE CATEGORIES

Analysis of free response questions from the 697 learners showed that there was economic, social, cultural, political, health care and personal development as a result of attending the adult education programme for a period of ten months.

5.4.1 Economic Development and Employment

89% of the learners said that they learned some skill - basket making, envelope making, growing kitchen garden, leaf-plate making and sewing and tailoring - which helped them to earn more during their leisure time, 68% invested the money thus earned in post office and chit-funds, to save for the future. 42% got loan from the Government for heifer calves, 24% mainly disabled and widow - women got sewing machines, 32% got Bank loans to buy cows, 48% made envelopes fit for selling, 16% produced vegetables in their kitchen garden, and they were taught to sell the finished products such as stitched clothes, vegetables, envelopes and fish. Through Co-operative societies for better profit. They were also persuaded not to spend lavishly on any functions such as marriages and festivals, 23% of the male learners stopped drinking and smoking which cut down their expenditure, and improved their health. 4 learners got employment as watchmen and poets as a result of being literate through adult education programme.

5.4.2 Social Development

From their responses it was found that as a result of attending the adult education programme:

- there was improvement in interpersonal relationships (48%),
- 'I put more thought in the family and outside' (52%).
- 'decided to send their children to schools and not for jobs' (62%),
- 'have accepted small family norm' (40%),
- 'favourable attitude toward girls' education (58%),
- 'no more bonded labour' (39%),
- 'free from exploitation' (75%), and
- 'more responsible and depend on themselves for solving their problem' (82%)

This ultimately has led to the improvement of self image and self confidence and social behaviour.

5.4.3 Improvement of Health and Hygiene

Apart from teaching literacy and numeracy, adult educators or animators are expected to create awareness among the learners regarding the problems they face and ways and means to solve them. This include education in the various aspects such as personal health and hygiene, environmental cleanliness, childcare, family welfare, need for small family norm, legal literacy and political awareness to make them function as responsible participating citizens and raise their quality of life.

36% said that they learned to cook nutritious food,
49% boiled their drinking water,
23% stopped smoking and drinking,
58% immunised their children against, Polio, Diphtheria, Tetanus, Measles and other preventive diseases, and
49% said that they take equal care of female babies,
69% said that they keep their houses, surroundings, clothes and children clean,
72% realised the need and importance of anti and post natal care of women and breast feeding.

83% said that they stopped buying food and eatables from road side shops which are unclean and infected,

63% learned to protect seeds and food from rats, and

92% said that they go to doctors when they get sick and not to witches, black magicians and astrologers as they used to do.

5.4.4 Personal Development

As a result of attending the adult education course for ten months, the following improvements were found in the personal aspects:

‘We don’t have inferiority complex now.’ (68%)

‘We don’t feel shy or nervous to express our ideas.’ (70%)

‘Husbands and wives don’t beat each other now.’ (49%)

‘We sign our names and read bold letters.’ (89%)

‘Women go to post offices, banks and police stations.’ (72%)

‘We have better relations within the family and outside.’ (58%)

‘We write letters, applications, and send money order with out other’s help.’ (84%)

‘There is less fighting among women near drinking water wells, taps, ration shops.’ (60%)

All these indicate that there was considerable improvement in the area of personal development of the adult learners.
5.4.5 Cultural Development

The responses of the learners under this head indicated the following:

'\text{We have got rid of many superstitious beliefs}' (79%) 
'\text{We avoid necessary and wasteful rituals and functions}' (67%) 
'\text{We are tolerant and considerate towards other communities and religions}' (72%) 
'\text{We have stopped consulting astrologers for treating diseases and solving our problems}' (63%) 
'\text{One of the functions of adult education is to remove superstitions and ignorance, and these responses indicate that the adult education programme seemed to have the required effect.}'

5.4.6 Political Development

India is a democratic country and a democracy to function successfully, its citizens should be well informed about their rights, duties, and responsibilities. The responses under this category reveal:

'\text{We know our rights and responsibilities as citizens of the country}' 67% 
'\text{We are aware of Government's developmental programmes}' 59% 
'\text{We do not approach political leaders for solving our problems}' 63% 
'\text{We now realise the importance of casting our votes}' 68% 
'\text{We are aware of laws affecting us, specially women}' 83% 
'\text{We read newspapers daily and discuss the issues affecting us}' 79%
5.4.7 Rural Development

To find out the actual development that has taken place in these villages after the launching of adult education programmes all the 697 learners were asked to enumerate the developmental activities undertaken by the Animators or Project Officers, in their respective areas.

The results were as follows:

‘We were provided with handpumps’ 62%
‘We were provided with pulleys for wells’ 53%
‘We got permission to cultivate in the Government’s waste land’ 32%
‘Separate burial grounds for Harijans were provided’ 40%
‘Roads were built and repaired’ 50%
‘Public toilets were built’ 65%
‘Medical camps were conducted’ 49%
‘Women’s and Youth’s organisations were started’ 58%
‘Child marriages and child labour were reduced’ 67%
‘Houses that cannot be destroyed by fire were built’ 51%
‘Caste feelings and untouchability has decreased’ 70%
‘Official meetings are now conducted in Harijan colonies’ 60%
‘Female infanticide has decreased and girl children are treated equally’ 58%
‘Children both males and females are sent to school’ 59%

These responses indicate that there has been a real rural development as a result of the programmes and the efforts of both animators and project officers.
Finally it was found to every one's surprise that an arrack seller stopped selling arrack and became an Animator.

5.5.0 ANALYSIS OF ANIMATOR'S RESPONSES

Adult Education is called "androgogy" - the art and science of making adults learn. Adults cannot be taught or instructed but they can only be helped to learn. Hence one who facilitates adult learning is called animator and not teacher or instructor. He or she is expected to enliven or put life into the learners and then assist their learning. Animator is an agent of change who brings behavioural change in an individual by imparting knowledge and skills. The responsibilities of Animators are numerous unlike a teacher of children. Hence to study the influence of adult education on rural development, data were collected from the 24 animators who were in charge of the 24 adult education centres of the selected two districts of Tamil Nadu - South Arcot and Coimbatore. The analysis of their responses revealed the following:

The animators were in the age group of 21 to 52 years, male dominated, married with children ranging from 2 to 5 and with 1 to 3 dependants, their qualification ranging from matriculation to M.A. B.Ed., and income between Rs.150 to Rs.2,000/- and belonging to the same villages. They are social workers, teachers, businessmen, contractors, village leaders and unemployed educated youth.

Their responses were:

- Two Animators started the class with a prayer
- Three Animators started the class with story telling
- Seven Animators started the class with revision of previous lesson
- Ten Animators started the class with motivational songs and
- Two Animators started the class with discussion of local issues

In 16 centres the learners came on their own whereas in other 8 centres some one had to go to fetch them. 22 animators strictly followed the primer and only two animators on their own. In the classroom 20 animators used picture - word method, two used poster and charts method, one used question answers method and no one used lecture method. All 24 animators used teaching aids in addition to the black board. 20 animators said that their learners participated actively in the class and four animators said their learners were passive listeners.

In 14 centres the average attendance of the learners was 80% to 90%.
In four centres the average attendance of the learners was 70% to 80%.
In other four centres the average attendance of the learners was 60% to 70%.
In the remaining two centres the average attendance of the learners was 50% to 60%.

22 animators taught the literacy skills (reading, writing and simple arithmetic) and two animators took the learners to the field visit (agricultural field).

The timing of the classes in five centres were 2 p.m. to 4 p.m. (specially for women), in 16 centres 7 p.m. to 9 p.m. and only in 3 centres the timings were 8 p.m. to 10 p.m.

The topics for awareness were small savings (20), population education (24),
environmental sanitation (19), getting loan from the Government and Banks (21),
Evaluation was done through oral testing (18), written testing (16), both oral and written methods (24), discussion (19). Majority of the animators taught (18) skills such as basket making, envelope making, leaf plate making etc. in addition to literacy and numeracy.

During the training they learnt methods of teaching (22), adults psychology and methods of teaching adult learners (18), communication (16), methods of evaluation (19), motivation, mobilization and organisation of adult education centres (23), the different anti poverty programmes of the Government (15), methods of motivating adults (21). The duration of training was only six days and a majority of the animators felt that it should be increased. The physical facilities were adequate because, once the accommodation is identified LIT saw that all facilities were provided. There was no problem, in conducting the centres, for if the reports were submitted on time, finance was provided immediately. Learners cause to the centre on their own, as they experienced the benefits. Though the majority of the respondent adult learners were females, there was no problem in their attending the centre as the classes were conducted in a place time suited to their convenience. The drop outs were not many but a few who drop out were due to seasonal work, sickness of self or family members and migration. With the help of adult learners, the community, LIT or the Government, Animators have assisted in digging wells, building fireproof houses, getting loans, building toilets and cremation ground for harijans, building roads, providing street lights, getting Heifer calves. Animators do not fail to attend the function such as birthdays, marriages and even death in the families of the adult learners which creates a rapport between the animator and the
learner. They intend to drop out only if they get a job outside the village. Those who already work in the same village intend to continue.

The animators are expected to evaluate the learners periodically and send to the project officer the case histories or human interest stories of the learners who benefit from the learning on a monthly basis. There would be a total of 30 adult learners in a adult education centre.

The reason for accepting to be an animator is his/her interest in adult education or social service (21), desire to do something for others (18), for want of a job (6), and for spending the leisure time usefully (8).

These responses show that the animators belong to the respective villages, committed in serving the adult learners, interested in social service, used a variety of methods for motivating the learners and assisting them to learn with flexibility in the choice of the timing of class according to the convenience of learners and discussions on all the topics relevant to their personal as well as rural development.

5.6.0 ANALYSIS OF THE RESPONSES OF THE 3 PROJECT OFFICERS

The three project officers are between 35 to 44 years, males, graduates, social workers by profession and belonging to the villages selected. They are self motivated in assisting the learners to learn and improve their quality of life, ultimately leading to rural development. Each project officer supervises 5 to 10 centres and they visit each centre at least once a week. They observe and whenever necessary participate in the teaching, evaluating and solving of the centre’s problems. In their opinion animators are committed or efficient in their job. The topics on population, health
and hygiene, immunisation, environmental cleanliness, kitchen garden, small saving co-operatives, methods of getting loans are discussed for creating awareness. Skill such as basket and envelope making, leaf-plate making are taught in addition to literacy and numeracy, for income generation. Their interest in social service is responsible for their choice of this honorary work. Their aim is to develop rural areas through adult education. They are given training in methods and techniques of teaching, adult psychology, motivation, mobilisation, organisation of adult education centres, effective communication, and supervision, maintenance of records, accounts and evaluation in their orientation seminar. They should also attend compulsorily the training programme conducted for the animators.

They feel that the duration of the training should be longer and would prefer two training programmes instead of one. They are satisfied regarding the other aspects such as the venue timings, lodging, food and also the topics covered. As such, they did not find any major problem hindering the progress of the adult education centres. With the help of the animators and some times the interested learners, they have contributed for rural development in the following areas:

- built 100 toilets for public convenience
- provided a separate cremation ground for Harijans to avoid unnecessary disputes
- provided 28 pulleys for wells
- provided 23 hand pumps to relieve the scarcity of water
- helped them to start 17 tea stalls and 8 petty shops with assistance from the Government and banks.

built and repaired roads with their assistance
- provided street lights wherever necessary.
- assisted the learners in selling their finished products through Co-operatives for a better profit.
- started Women's and Youth organisations to fight for their cause.
- helped the learners to save in Post-Offices, Banks and Chit-funds.
- organised medical camps.
- assisted the deserving learners to get jobs as watchmen and peons.

5.7.0 CONCLUSIONS

This analysis clearly shows that both the animators and the project officers function with an eye on the overall development of the individual and the community and do not stop with mere teaching of literacy and numeracy. This coincides, with what the learners said about rural development as a result of attending the adult education programme. Based on the analysis of the present study, it may be said that adult education does play a major role in rural development. But the generalisation has to be made very cautiously, for unless the animators and the project officers are committed and devoted to this job of promoting rural development through the overall development of the adult learners, and unless the agency is prompt in distributing the finance and supervision, adult education will end with the provision of mere literacy and numeracy. Also the continuous supervision and encouragement of a more committed voluntary agency, the LIT whose vision is to see a totally literate India in the near future, has contributed its might to this development. Though the Government has announced a number of anti-poverty and rural development programmes, the benefit hardly reaches to target beneficiaries. In this, the project officer and animators have to play a key role.
Based on the above discussion, it can safely be concluded that for adult education to contribute to the rural development, the institution or agency or organisation running the programme, the project officers and the animators should be totally committed to the task of adult education, with its three dimensions such as literacy, awareness, and functionality. Provision of mere literacy and numeracy has no relevance to the learners in their lives or their occupations and consequently they are not motivated to participate in the adult education programme. But literacy must lead fully to development. If the objective of the adult education to achieve rural development and if all the functioneries involved revolve round this objective, it is possible to achieve 100% literacy and to develop the rural areas through adult education, in the near future.

5.8.0 RECOMMENDATIONS FOR FURTHER RESEARCH

1. The same study can be conducted taking centres conducted by other voluntary agencies and the Government.

2. More districts and a larger sample can be taken, so that generalisation can be made.

3. A comparative study of the role of adult education in rural development can be undertaken, taking the Government and voluntary agencies.

4. An experimental study with a pre-post design can be done to find the impact of adult education on rural development.
5. More sophisticated statistical techniques such as multiple correlation and regression can be used to find out the degree and direction of association between the variables.

The above suggestions may be viewed as broad indications to the direction in which the research on the role of adult education in rural development should move. Systematic cumulative and continuous attempt will definitely yield strategies for the organisers and functionaries and theories for the researchers in the area of Adult Education and Rural Development.