Chapter 6

Summary, Findings, Suggestions and Conclusions
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6.0 Introduction

Education is a catalytic factor, which leads to Human resource development, comprising of health and nutrition, improved Socio-economic opportunities and more congenial beneficial natural environment for all. Education is not a monopoly of a few, but it is the birth right of every individual. The majority of the people in India remain segregated from the mainstream of education. Realising This, adult Education programme with different types of approaches have been in operation since the independence of our country to give a new lease of life to those who have been deprived of their educational opportunities. But these approaches fell short of the targets. Past experiences and studies have shown that inadequacy of suitable and viable mass literacy and Follow-up programmes have been a serious drawback of the adult education programmes which yielded extremely limited results not only in India but also in other countries.

In India, in the beginning of the 20th century (1901) the literacy rate was just 5.3 percent. After Independence (1951) literacy rate increased to 16.7 percent. Indian constitution made a provision to provide free and compulsory primary education up to the age of 14 through Article 45 with a view to promoting literacy. But India was not able to achieved this target.

In 1988, National Literacy Mission (NLM) was established for imparting functional literacy to 100 million illiterate persons. Under the auspices of NLM, Total Literacy Campaign (TLC), Post Literacy Campaign (PLC) and continuing Education Programme (CEP) are being implemented in several districts of the country. There were 948 million adult non-literate in the world in 1990 of whom 65 percent were female.

The ratio of literates in the total population rose from 16.67 percent in 1991. However, the gap in literacy percentage points between males and
females in fact, rose from 17.02 in 1951 to 20.6 in 1991. As with female literacy-ratios in comparison with those for males, rural literacy ratios grew more rapidly than urban ones, rising by around 265 percent between 1951 and 1991 as compared to only 118 percent for urban ratios. Kerala, Tamil Nadu and Maharastra where the female literacy rate exceeds 50 percent whereas the male literacy rate exceeds 50 percent in all major states, and it exceeds 60 percent in 10 out of 15 major states.

The gender literacy gap in percentage points is practically the same for Tamil Nadu and India, although the ratio of the male literacy rate to the female literacy rate which is more precise measure of gender inequality than the percentage differential is much lower for Tamil Nadu. In any event, the point to be made is that Tamil Nadu literacy rates - for both males and females - are significantly higher than the corresponding National figures.

The TLC model was developed for achieving mass literacy from the experience of the campaign implemented by the Kerala Shastra Sahitya Parishad (KSSP) in Ernakulam District. Today, under the auspices of NLM the TLC’S are implemented in more than 200 districts through the Bharat Gyan Vigyan Samiti (BGVS) several districts in the country had achieved 'fully literate' states by December 1992. A few of them are Burdwan and Mindnapur in West Bengal, the entire Union Territory of Pondicherry, Narsinghpur in Madhya Pradesh, Nizamabad in Andra Pradesh, Sunderagarh in Orissa, Bijiapur in Karnataka and Pasumpon, Pudukottai and Karnarajar Districts in !'

The facilities available for education for each community or group corresponded to their respective social status. Higher education especially in the vedas in Sanskrit was a monopoly of the Brahminas and was patronished and supported by that royalty.
Under the Farmer's Functional Literacy Programme, 20 literacy centre's were launched by the Kerala Gradha saala sang(ha«-The sangham in 1975 get the honourable award for krupshaya Award. KANFED (Kerala Association for Non-formal Educaiton and Development) was established in June 1977 as an off­shoot of the kerala Gradha saala Sanghamand underthe State literacy council.

KSSP and KANFED were in the forefront along with Government Officials. Awareness was created among jhe people through corner meetings, Padayatra, cycle Rally and Cultural programmes etc. The illiterates were identified through a day's survey, covering all age groups. The age range covered was 6 to 60 years. The Management Inforamtion System launched also worked efficiently. The study was attempted to evaluate the performance of total Literacy campaign in dindigul district.

6.1 Objectives of the study

The specific objectives of the study are (i) to analyse the target and achievements of total literacy campaign in Dindigul district, (ii) to findout the relationship between the Socio-economic conditions and the achivement level of learners in the district total literacy campaign, (iii) to find out the role of volunteers and the functioning of TLC centres in Dindigul distrct. (vi) to gauge the opinion of the learners and voluntary instructors about the literacy campaign of the study district, (v) to evaluate the effectiveness of the duration of teaching and learning and (vi) to offer suggestion for the successful implementation of the literacy campaigns.

6.2 Methodology

This is basically an evaluative study to determine the results of the district literacy campaign in terms of quality and quantity and to identify the attributes and conditions required for their success. The study evaluates not only the
teaching and learning but also related components like motivation publicity: and the peoples committees of the district literacy campaign.

The TLC in the selected district has been evaluated at two levels. In the first level, the learners performance have been evaluated based on the evaluation guidelines on TLC formulated by National literacy mission. In the second level the study of the performance of TLC in the selected district mainly involves macro scenario. The physical and financial achievement, literacy status, enrolment, dropouts at the district level are examined.

6.3 Sample

Dindigul district was selected as the study area. The reasons are i) It was one of the districts in Tamil Nadu having a high level of illiteracy, ii) adult education programmes were implemented by various voluntary agencies; iii) the centre based adult education programme was launched prior to TLC; and iv) this was the pooneering and the first district to involve the Government machinery on a mlsive scale.

All the 14 panchayat unions in Dindigul district have been considered for the study. The respondents for the study include learners, volunteers, and non-participants. The learners from each block were selected using simple random sampling technique. Five percent of the enrolled learners were selected from each block. The total strength of learners selected for the study was 1026. The voluntary instructors were selected at the ratio of one sample volunteer for 8 sample learners by simple random sampling method. The non-participants were selected at the ratio of one non-participant for 10 learners.

6.4 Tools used for data collection

The data for the study include primary as well as secondary data. The Total Literacy campaign (TLC) was under taken by the Dindigul District Arivoli
lyakkam during the period from November 1992 to December 1994. In order to evaluate the TLC, Secondary sources of data including the population, illiterates literacy status enrolment in TLC, dropouts, physical and financial achievements of the literacy campaign in India, Tamil Nadu and Dindigul district were collected from the census report, office records of the District information centres, literacy disest from NLM and Arivoli lyakkam office.

The primary data were collected using interview schedule. Three interview schedules were prepared and used. Interview schedule first was administered to the learner respondents, the second to the voluntary instructors and third to the Non-participant respondents. The three interview schedules were pre-tested before being administered. Data were collected through the direct interview method. The researcher met and interviewed all the respondents.

6.5 Frame work of analysis

The data collected from the respondents were tabulated. Simple statistical tools such as Karlpearsom Co-efficient correlation method were used to analyse the tabulated data.

6.6 Major Findings

The male-female comparision, and - the urban - rural gap in literacy rational in terms of percentage points had, in fact, increased from 22.49 in 1951 to by 1991.

At the National level, the female literacy ration has improved from a value of less than one third of the male literacy ratio in 1951 to a value slightly greater than three-fifths in 1991.

In practical all states, a not significant increase in the rural female literacy ratio between 1981 and 1991. Yet even in 1991, apart from Kerala, the ratio
The ratio of literates to the population at the India level in 1991. The ratio of literates to the population at the all India level in 1991 was 32.41 percent for female and 52.63 percent for males.

The significantly greater increase in female as compared to male literacy rates between 1981 and 1991 within the general picture of implementation in literacy rates is found in all districts for both male and female.

There has been considerable progress during 1993 - 94 in terms of number of projects, covering illiterates, enrollment and achievement during this period.

The number of sanctioned projects which was 138 upto March 1993 has gone upto 246 in March 1994.

The target, enrolment and achievement under the Literacy Campaigns registered considerable increase during 1993-94. The target after survey has increased from 41.52 million to 58.19 million which means an increase of around 40 percent in the target.

The number of learners who have completed primer III also increased considerably in most of the States / UTs.

The first phase during 1991-92 in seven district have been covered under total literacy campaign for the benefit of 18.94 lakhs. During 1991-92 the second khase of the campaign has been started for the benefit of 26.50 lakhs of illiterates in six districts. The third phase campaign proposed to cover the 37.54 lakhs of "literates.

joes not exceed 40 percent in any state, the highest being 36.75 percent in Tamil jadu.
It is inferred that 64.76 percent of the total sanctioned amount was utilised for the Total Literacy Campaign in Tamil Nadu during the period from 1991-92 to 1994-95. The total amount sanctioned for the campaign for the five year period was Rs.5355.45 lakhs. The amount so far utilised was Rs. 3468.13 lakhs upto 1995-96.

It is inferred that 3,90,029 people are illiterate in study district.

The study found out that the total literacy campaign was implemented to give literacy for 3,90,029 persons in the targeted age group of 9 to 45 years.

The NLM Norms of 80 percent literacy rate was not achieved by Athoor block (79.62 percent) Gujilimparai Blocks (77.44 percent) Vadadamurai block (67.23 percent) and all other.

It's covered the Reddiyarchatram block, Sanarpatty block, Batlagundu Block, Palani block, Oddanchatram Block, Vedasandur Block and Kodaikannal block had achieved the literacy rate between 80 to 90 percent in the study district.

It is inferred that of the total sanctioned amount of Rs 263 lakhs, only Rs 205 lakhs, (77.95 percent) were released to the Dindigul District Arovoli iyakkam during the period from 1993 to 1995.

The total expenditure incurred under TLC was Rs209.83 lakhs in the Dindigul district.

The cost for per learner sanctioned for Dindigul district Arivoli iyakkam was Rs 52.56. But in this campaign the cost per learner was spent upto Rs.60.64. It is inferred that the Dindigul district literacy campaign was implemented in an uneconomical way.
The collected data from the literacy centres 3,06759 learners were completed Primer I, 2,90.354 learners were completed Primer II and 2,54,360 learners were completed Primer III.

1. It is inferred that the most of the respondent are in the age group between 15 to 35 in TLC Centres.

2. The study found out that the female respondents jshigher than the male respondent in literacy campaign.

3. The 40.30 percentage of there were included in the category of learner's and volunteers in campaign in Dindigul district.

4. The 58.60 percent of coolie workers are actively involved in the learners campaign in Dindigul district.

5. Totally 52.48 percentage of respondent got married in TLC Centre in study district. We take learners as a whole, their participation is unmarried learners lower than the married learners respectively.

6. The 66.15 percentage of sample respondents are below poverty line and 33.85 percentage of respondents are only above poverty line respectively.

7. Regarding educational status of the respondents, of the 1026 respondents 156 respondents have studied upto second standard and 515 respondents are illiterates. Of the 90 sample number of volunteers 48 respondents are educated upto high school level, 23 respondents have studied upto higher secondary and above level.

8. 63.84 percentage of Arivoli respondents have awareness about the Total literacy campaign.
It is clear that the 67.26 percentage of female non-participant are having knowiedging about functioning of Arivoli movement in Dindigui district.

1. 34.44 percentage of sample centres were also run in the volunteers’ house and 7.78 percentage of centres were run in school buildings in Dindigui district.

1. 47.78 percentage of volunteers respondents opinion is Insufficient space in the TLC Centre.

2. 41.11 percentage of volunteers conducted Arivoli classes for about 5 days in a week in the study district.

3. A large number of respondent i.e., 35 respondent (11 male, 24 female) were attending the Arivoli training centre from 8 to 15 days, Only 7 volunteers are not getting any training in the study centre.

4. It's inferred that the 44.44 percentage of learners were attending in the Arivoli Centre's from 91-180 days.

5. 34.80 percentage of learners age group between less than 24 years were attending in Arivoli Centres.

>. 47.37 percentage of SC/ST Community respondents were attending in Arivoli Centres in Dindigui district.

> 50.29 percentage of learners respondent are completed Primer III and 15.79 percentage respondent completed Primer I only.

> it is inferred that the 56.82 percentage of female respondents completed primers.
19 52.86 percentage of MBC community respondents completed primer III and 48.97 percentage of SC/ST Community respondent completed Primer III.

10. The study found that 44.34 percentage of reading learners are actually involved in Primer I, II and III in TLC Centre.

>1. 357 respondents are actively involved in Reading and Writing ability of the sample learners are in the age group between less than 24 years in TLC Centre.

12. It's clear that 486 SC/ST Community respondent are actively involved and ability of the reading and writing ability in TLC Centre.

13. 78.42 percentage of female learners are able to read 5 words and above and 9.60 percentage of male learners are not able to read in study districts.

:4. 87.71 percentage of female learners are able to do Addition and Subtraction out of 516 (3 primer completed) total respondent in Dindigul district.

:5. Totally 66.2 percentage of female learners are able to do fill in the blanks out of 516 (primer MI completed) respondent in TLC Centre.

6. The above average learners have reading skills in Palani Panchayat Union Block and the below average learners have reading skills in Thoppampatti Blocks Arivoli Centres in Dindigul district.

7. The above average learners are able to do addition and substractions in Palani Panchayat block. The below average learners are able to do addition and substraction in Thoppampatty block in Dindigul district.
28. The above average learners are able to fill up 5 and above blanks in Palani Panchyat and the below average learners are able to fill up 5 and above blanks in Thoppampatty blocks in TLC Centre in Dindigul district.

29. It is inferred that 43.2 percentage of learner's respondents have awareness about immunisation of children with in 9 months and 4.9 percentage of learner's respondent's have awareness about immunisation of children with in 11/2 month's only.

30. 73.9 percentage of learner's respondents have awareness about salt sugar is first aid for diarrhoea in and 8.1 percentage of learner's respondent only do not have awareness about first aid for diarrhoea in Dindigul district.

31. 38.5 percentage of learners respondents have awareness about free eye camp conducted by TLC centre in study district. 1.3 percentage of learner's respondents only donot have awareness about camp's conducted by TLC.

32. The study found out that the 71.3 percentage of learner's have knowledge about implementation of Government programme and 28.7 percentage of learners are there have no knowledge about implementation of Government programme.

33. The study clearly shows that the 67.5 percentage of learner's started any women's club/youth club in villages in Dindigul district.

34. 79.8 percentage of learners said that mahila mandal/youth club's had taken effort's to solve problem's.

35. Mostly, 72.2 percentage of learners beneficiaries said that there is not any idea about the starting of self-help group's by the TLC beneficiaries.
36. These three type of Arivoli Primer’s i.e, 71.3 percentage of respondents said that the prime completion with elected members from Arivoli Mahila Mandai in study district.

37. 91.9 percentage of learner’s respondent said that they agreed to set benefits comes through Government Schemes in Dindigul district. So the Government was fully involved and helps the TLC beneficiaries.

38. 70.9 percentage of learner’s respondent are having awareness about 21 years age at marriage-female and 4.1 percentage of learners respondents know nothing about the law an age at marriage-female by TLC beneficiaries in TLC Centre in Dindigul District. Similarly the Arivoli programme created awareness about law an age at marriage-female by TLC beneficiaries.

39. 46.0 percentage of learners are having awareness about 25 years on age at marriage- male and 21.0 percentage of learners have no awareness about on age at marriage-male in Dindigul district.

40. 73.4 percentage of learners respondents said that the child of TLC beneficiaries had attended primary school’s. So, total literacy campaign training programme are fully effected by the TLC beneficiaries in Dindigul District.

41. It is observed that there is positive correlation between attendance level and income level of different communities especially BC and MBC community in study district.

42. The study found out the hypothesis that there is insignificant association between the participation pattern of the volunteers and their age group and conclude that the age level does not influence the participation pattern.
43. It's inferred that the correlation is also significant for the male learners category. It is concluded and accepted the hypothesis that there is positive correlation between household annual income and the attendance level of the learners in the campaign.

44. 72.48 percentage of learners are on passing reading level in sample block and 27.44 percentage respondent on Average markes in sample block in Dindigul district.

45. 72.95 percentage of learners are on passing writing level and 21.88 percentage respondent on Average marks in sample block.

46. 69.97 percentage of learners respondent are passing numerical test and 20.99 percentage marks on average marks in sample blocks in Dindigul District. It is inferred that the 72.38 percentage level Arivoli iyakkam had achieved the National Literacy Mission (NLM) Target in Dindigul District.

6.7 Discussions

The present study an Evaluation of Total Literacy Campaign has enabled the researcher to venture in to a futuristic discussion by carefully interpreting the findings that have emerged through the enquiry.

UNESCO compendium of statistics on illiteracy 1995 figures that the number of adult literates has risen from 2 billions in 1980 to an estimated 3 billions in 1995 i.e., by a billion persons. The number may reach 3.4 billions in the year 2000 and 4.2 billion in 2010 if the current rate of progress could be maintained.

At the same time the number of illiterates in the age group of 15 and over has also increased from an estimated 877 millions in 1980 to 885 millions in 1995. Out of 885 million adult illiterate, women accounted for 565 millions which
is nearly two third (61.5 per centi of the world’s female adult population. One-third of the world’s non-literates reside in India.

Even though our literacy rate is increasing over time, the illiteracy rate is also increasing, because of the lack of viable and suitable post-literacy programme.

In recent years, there has been a growing realisation among the policy makers, and the planners that the development would never become self-sustaining unless it is accompanied by corresponding changes, in attitude, values and skill of the people as a whole.

In this context, the present study has endeavoured to provide certain relevant information in the area of total literacy campaign, which would help to find out the alternative solutions to the problems. Achievement level implies gains in literacy skills which would equip an individual with ways and means of improving their quality of life.

The present investigation has revealed that the younger age groups show much interest in pursuing the total literacy programmes, and their performance in reading and writing skills is commendable when compared to the elder age groups.

As the weaker sections had been suppressed and oppressed from ancient times till independence, their literacy level and standard of living are very low. With the concept of equality of educational opportunity as one of the National objectives, free India has been initiating a lot of development measures to promote social and economic status of these weaker sections, in pursuance of NPE (1986), NLM gives priority to weaker sections and women. As these sections of people have an access to education only in recent times, they may lag behind in attaining literacy level on par with others in the society. However, planners and administrators should focus their special attention to these groups.
and show their concern for the poor, oppressed and under privileged sections of the society, particularly women among them.

The study revealed that the female respondent participation is more than that of the male respondents in total literacy campaign. The agricultural coolie workers are actively involved in the learners campaign.

Provision of physical facilities to establish a pleasant atmosphere is essential. Proper buildings need to be constructed, that would help learners to understand their options for career.

The findings of this study will benefit the planner, policy maker, project managers etc., who are directly involved in literacy promotion activities.

The National Literacy Mission (NLM) as a Social Mission requires the support of micro-level research findings on social mobilisation and participation of beneficiaries and literacy workers in order to make planning programme effective.

6.8 Suggestions

in the light of the results obtained certain suggestions emerge which may be of practical use from the policy perspective.

1. in order to solve the lighting and space problems, the school building with lighting facilities may be used for the campaign in the evening.

2. To support volunteers, every centre is visited by the implementors daily or at least weekly. Conducting the regular volunteers meetings and keeping the village committee functional may encourage volunteers for effective implementation of the campaign.
3. The services of trained women volunteers may be utilized for motivating the dropout learners and instructors to reduce the dropout rate in the village centres. Kala Jatha consisting of a large number of women may be conducted with a regular interval for the continuous education to the learners.

4. The teaching-learning phase may be selected keeping in view the harvest season while the agricultural labourers migrated from one place to another and the examination period in schools and colleges for utilizing the student volunteers fully in the campaign.

5. The teaching materials must be supplied to the village centres before starting the teaching and learning phase.

6. The literacy centres may be started in each and every cottage and small scale industries in the study district and the NLM must take necessary steps to impart literacy to the workers without affecting their earnings.

7. In order to promote motivation and to reduce the dropouts, employment oriented training may be given to the learners through Arivoii centres.

8. Proper and timely traning may be given full time to monitor the fucntion and activities of the Arivoii centres during the post-literacy campaign period.

9. For the successful growth of literacy movement in the district, Arivoii workers during the starting phase of the campaign may be appointed as literacy Coordinators.

10. Political leaders, the public and the donors may be utilitzed for raising the number of books and to meet the maintenance cost of the library under post literacy campaign.
Conclusion

During the short span of time, the total literacy campaign has played an important role in creating awareness about the importance of literacy and the TLC programme allowed no scope for follow-up action. The effective follow-up action during post-literacy period, would prevent the recurrence of illiteracy syndrome. It would provide better and comprehensive functionality and awareness component and develop greater involvement of public in the literacy programme.

RECOMMENDATIONS FOR THE FUTURE RESEARCH

The following are some of the recommendations made by the researcher further research.

The cost benefit analysis of the total literacy campaign and post literacy campaign may be studied.

Similar study may be attempted on specific weaker section such as scheduled castes, dropouts etc.,

Similar research to utilise multimedia for facilitating learning by neo-literates may be undertaken.

Similar research related an vocational training programmes, awareness campaign etc., is recommended.

Case studies are required to findout how the neo-literate will make a distinct influence on the family and community with regard to literacy leading to development.

Study of the impact of the awareness programmes among the literates may be done.