SUMMARY OF THE FINDINGS AMD SUGGESTIONS

6.1 Introduction

Illiteracy is considered as one of the major factors which affects the socio-economic development of India. And hence the problem of illiteracy has been viewed seriously and the Government has introduced several programmes aiming at bringing functional literacy to around half-of-its population, which is illiterate. The efforts of the Government through the various programmes have been continuing since the early 70s but with limited success. Studies and reviews conducted at the regional and micro levels have highlighted the problems which accounted for the limited success of these Adult Literacy programmes. Despite the fact that there have been similar studies already in the field, the present study has been carried out mainly taking cognizance of the fact, that the causes for such situation, effectiveness of the administration of programme, and the involvement of the Officials and Staff working under the different programmes, may vary from place to place. Therefore, the present study has been conducted in the Dindigul district which is one of the educationally backward districts of Tamilnadu. The study has been conducted with the following objectives.

i) To study the efforts of Adult Education programmes taken up by the Adult and Continuing Education functionaries of the Dindigul district since 1978.

ii) To understand and analyse the functioning of various agencies under the various Adult Education programmes.
iii) To assess the progress of learners in the various Adult Education programmes conducted by the various agencies.

iv) To analyse the socio-economic background of all the respondents and the role of Instructors, Animators, Volunteers and Supervisory authorities in Adult Education.

v) To offer operable suggestions on the basis of present study.

Using an evaluative methodology, the study has evaluated the organisational as well as the educational aspects of Adult Education programmes implemented in the Dindigul district. The organisational aspects evaluated included the administration, the flexibility of system, the recruitment of personnel, the learners' participation, etc. The educational aspects that the study has evaluated included the learners' achievements, learning materials used, teaching methods, follow-up activities and usefulness of the programmes in terms of learners' awareness, social consciousness and development characteristics. The study has used both the primary and secondary data and sought the opinions of Learners, Instructors and Officials for the primary data of study. In the selection of sample, it has adopted both the Sampling and Census methods. Learners, as respondents were selected using Sampling technique and all the Instructors and Officials were individually contacted in order to collect the required data. The data and information so collected were tabulated and analysed by using simple statistical tools and presented in the Fifth Chapter in three parts. This chapter is the final chapter which summarizes the findings and conclusions of this study.
6.2. Summary of Findings

6.2.1 Learners

The background information of respondents reflected their low socio-economic status.

There were 420 respondents under the category of learners and among them the majority of respondents (62.38%) were the females.

The majority of respondents (68.32%) were between 16 and 45 years of age. The respondents mostly belonged to the SC, MBC and BC categories.

The study revealed that around three fourth of the respondents (74.52%) were married.

The study revealed that the majority of respondents (67.38%) were illiterates when they joined the programme. The percentage was higher in the case of females than the male respondents. The Adult Literacy programmes have attracted more illiterates, semi-literates and school drop-outs.

The Adult Education programmes have attracted more of the agricultural landless labourers and rural artisans (72.62%)

The majority (95.95%) of respondents had an annual income of less than Rs. 15,000/-

Housing conditions reveal that the majority of respondents were living in the thatched houses (60.95%) and (16.67%) of them lived in the Kutcha houses. Thus, the residential status was found to be poor.
The study also revealed that the factors such as the family and economic conditions have largely prevented them from having access to the formal education along with the institutional reasons such as the presence of strict teachers, long distance to the schools and absence of the school facilities, etc.

It was found that the majority of respondents' parents were also the illiterates. The rate of illiteracy was much higher among the mothers of respondents (81.67%).

In the district undertaken for the study the Adult Education programmes were organised by the three different kinds of agencies, namely Government Agencies, Voluntary Agencies, and University and Colleges. Usually the programmes were organised by NYKs also. But in the Dindigul district, NYKs did not organise any Adult Education programme.

Among the various agencies, the Government Agencies succeeded in enrolling the more number of learners. And they were associated with the Total Literacy Campaign programme than the other programmes.

The major sources of motivation to attend the Adult Education programmes were Volunteers/Supervisors/Project Officers, friends, relations, conferences, processions and self-motivation.

6.2.1.1. Programme-wise performance

Except the RFLP, Area-based Programme and MPFL, all the other programmes have done well in propagation of literacy (both reading and writing) and numeracy. With one exception viz., MPFL, all the other programmes could create a little better awareness in them.
Community-wise analysis showed that there was no remarkable difference in the literacy, numeracy status and the awareness level of learners.

In the writing test of literacy, the females did better than the males. However, no significant difference could be found across sexes in the case of literacy, numeracy skills and the awareness levels.

The learners under the Government Agencies did better in writing tests, while the learners under the Voluntary Agencies did better in acquiring reading skills.

The learners under the University and Colleges and the Voluntary Agencies did extremely well in the tests on writing numbers. In the case of tests on reading numbers, the learners under all the Agencies were found to have performed fairly well.

More number of the learners under the University and Colleges and the Voluntary Agencies have done well in the tests on awareness and a less proportion of the learners under the Government Agencies have done well in the tests on awareness. The reasons for such results might be less commitment, target orientation and lower motivation.

The study revealed that the females were more regular in class attendance as compared to the males. The officials found it difficult to motivate more males to turn up to the centres.
The main reasons for the males for not attending the Adult Education classes regularly were attributed to their status of bonded labour, lack of interest in the programme, migration and pre-occupation with the other works. The reasons assigned by the females were discouragement by the spouse/parents, the bonded labour status, laziness, responsibility in taking care of the family members, migration and preoccupation with the other works etc.

Regarding the receipt of learning materials, except in the RFLP, the learners of all the other programmes viz., SAEP and TLC conducted by the Government, received them regularly. Instances of non-receipt of the learning materials in the programmes conducted by the Voluntary Agencies were also reported. The University and Colleges appeared to have supplied books regularly relating to all their programmes. In the case of supply of slates and slate pencils, they have shown a little sluggishness under the NAEP and MPFL programmes.

In the opinion of respondents, the Animators/Instructors who served in the Voluntary Agencies were more sincere in teaching. Those from the University and Colleges stood second in this regard.

The respondents opined that the Animators / Instructors were efficient in teaching, regular in attending the centres, punctual and had sufficient patience. They were also involved in social work. Thus, the Animators / Instructors who served in the programmes had good qualities and commitment to work which is very much needed for the success of programme.
The respondents stated that the Officers who worked in the past and those who have been working currently had good qualities like that of helping others, visiting learners often, involvement in motivating the learners and organising the programme and they had no adverse opinion about the Officers.

The majority of respondents have reported that: they have become independent and developed sufficient level of self-confidence as they have learnt to read and write and have developed awareness on the various things affecting their day-to-day life.

The learners in the programmes have realised the importance of education for their children and they aspired their children to have a better life than what they have been leading now.

The study revealed that except the TLC conducted by the Government Agencies and the MPFL conducted by the University and Colleges, the other programmes conducted by all the agencies have put in considerable efforts to keep the respondents learn for a longer duration. The Voluntary Agencies in particular have done better in this regard.

It was found that a considerable proportion of the learners in all the programmes adopted the method of reading books and newspapers to retain their literacy. However, a significant proportion of the respondents have not followed any specific method even though all the villages covered for the study were having Jana Shikshan Nilayams (JSNs) / Valar Kalvi Maiyams to conduct the follow-up activities.
6.2.2 Animators / Instructors/ Volunteers

The majority of respondents (58.33%) were the females.

Age-wise, the majority of respondents (41.66%) fell under the age group of above 35, followed by the 26-35 age group (31.67%) and the rest under the 15-25 years age group.

Most of the Instructors belonged to the SC/MBC and BC groups.

The majority of instructors were married (78.33%).

During the selection of Animators / Instructors / Volunteers, minimum qualification of X Standard level of literacy had been insisted upon. A considerable proportion of staff having above X Standard level of education had also been considered in the selection.

The majority of respondents (44 out of 60) joined the programme as the Animators.

The major sources of information for the respondents (about the programmes) under the programmes conducted by the Government Agencies and the University and Colleges were the Officials and the members of Advisory Committee. The source of information for the respondents drawn from the Voluntary Agencies was the respective Voluntary Agency itself.

In the SAEP and in the RFLP of Government Agencies and in the programmes conducted by the Voluntary Agencies, training was imparted for a duration of more than 20 days. In the programmes conducted by the University and Colleges (except MPFL), the duration was between 11 and 15 days and in the MPFL the training was imparted for a duration of 6 to 10 days only.
The study found that no specific method was followed by the respondents to identify the learners. They identified the learners on their own as they belonged to the same villages.

The study also revealed that only a few respondents could spell out all the objectives of the National Adult Education Programme. While all the respondents mentioned spreading of literacy as an objective, only a few respondents (who worked under the Centre-based programme) mentioned social awareness also as one of the objectives. None could cite functional literacy as one of the objectives. Inadequate training might be the reason for this.

Altogether 1790 learners were enrolled in all the programmes conducted by all the Agencies. The drop-outs were 405 in number and the remaining 1385 learners became the successful learners as reported by the respondents.

The majority of respondents suggested that imparting vocational education and providing incentives to the learners would reduce the number of drop-outs. A considerable number of respondents suggested the measures such as provision of adequate amenities at the centres to minimise the number of drop-outs.

Only those Animators who worked in the Centre-based Programme conducted by the University prepared teaching aids(models) on social forestry. The animators who worked under the NAEP organised by all the agencies prepared charts as a teaching aid. Apart from this, no programme involved its Animators / Instructors /volunteers in preparing the teaching aids. They did not train the respondents as to how to utilise the teaching aids as well. This led them to teach the Adult Education only through the lecture method.
Except in the NAEP conducted by the different Agencies, the learners were given the learning materials in time as reported by the respondents. Regarding the teaching materials, all the respondents except those who worked under the MPFL, reported that they got them in time.

Except the respondents who served in the TLC programme, most of the respondents reported that they did not receive the required support and co-operation from the Government Officials, but a considerable proportion of the respondents reported that they received good support and co-operation from the local leaders.

All the centres under the Centre-based Programmes had inspection thrice in a month and once in a month respectively, the centres under the TLC had it once in a week, whereas the centres established by the University and Colleges under the MPFL were never visited by the NSS co-ordinators. It is because the NSS unit of University and Colleges organised the Adult Education centres during summer vacation without any provision of T.A. and D.A. for visits to the centres.

The majority of respondents (63.65%) reported to have received the honorarium regularly and 50% of the respondents among those who had not received the honorarium were working in the Voluntary Agencies. It was also found out that they had been working in the programmes not merely for the honorarium, they were paid but mainly for the welfare of nation. That is why they were contented with the meagre amount they were paid as the honorarium.
Out of the total 60 respondents, only 44 of them received the honorarium as they were all 'Animators'. The rest were the Volunteers / Instructors who worked in the MPFL programme of University and Colleges and in the TLC of Government agencies who did not receive the honorarium.

Among the respondents who received the honorarium (44), 36 of them stated that they were satisfied with their jobs and the remaining were dissatisfied due to the reasons like meagre remuneration, delay in remuneration payment, autocratic attitude of the Officials of programme, politics played by the local leaders, etc. Volunteers/Instructors who worked without the honorarium (12) expressed satisfaction over the job and the remaining 4 of them were not satisfied mainly because of the lack of participation of learners.

A little more than one-third of the respondents had thought of quitting the service because of

- Lack of cooperation from the learners
- Autocratic attitude of the higher Officials
- Voluntary unpaid services (as in TLC programme)
- Lack of interest in the job.

Reduction of drop-outs, raising the honorarium and a permanent place to teach with electricity facility would increase the effectiveness of programme, as suggested by the respondents. Those who did free service demanded either the honorarium or preference in the future Government appointments.
6. 2.3. Supervisors/ Implementere

The majority of respondents (70.37%) were men. The men were mostly found to occupy the position of Supervisors and the women were least considered for the post.

The majority of respondents fell under the age group of 41-60 and thus, were middle aged and above. This indicates that experience has been counted as an important criterion for the selection of Supervisors of the programmes.

The respondents were mostly from the BC, MBC and SC groups.

The marital status of majority of the Supervisors (83.34%) showed that they were married. This is true among both the male and female respondents.

Many Supervisors have enhanced their educational status after joining the programmes. The programmes have, thus, directly or indirectly helped them in enhancing their educational status.

There is nobody under the Supervisor and Prerak category at present because the Supervisors who served in the SAEP and RFLP were appointed as the teachers in the year 1988 and, thus, now the category of teachers formed the majority (37.04%).

Though the majority of respondents were aware of the year of commencement of various literacy programmes, a considerable proportion was not aware of it. The awareness level was abysmal in the case of Programme Co-ordinators representing the University and Colleges run centres.
The study revealed that the source of information about the various Adult Education programmes for the respondents was the Officials, followed by the employment exchange and relatives and friends. All these sources were stated by the respondents serving under the Government Agencies and the University and Colleges. The other sources (Mass media and Voluntary Agencies) were largely expressed by the respondents under the Voluntary Agencies.

Conducting cultural programmes and organizing processions and rallies were the motivation techniques largely used by the respondents representing all the agencies.

The methods adopted by the respondents to identify the illiterates include: (i) canvassing with the help of Animators / Volunteers / Instructors, and (ii) conducting survey. The survey method was adopted only in the TLC programme of the Government and identification through the village Adult Education Committee was adopted by the University and Colleges.

The respondents under the NAEP of Voluntary Agencies received training for a relatively longer period of time (more than 20 days). The respondents in the programmes conducted by the other agencies received training for only a short duration i.e. 15 days or less.

In all the Centre-based programmes each Supervisor had 30 centres under his/her control (30 learners per centre). In the TLC, a full block was monitored by a Supervisor as Assistant Programme Coordinator (10 learners per centre). In the MPFL, the NSS Coordinator was in charge of a group of 30 students (one student was in charge of one centre).
The centres under the Centre-based programmes were visited by the Officials thrice in a month. Under the TLC, inspection visit was made to a centre once in a month.

The main reasons for not running the centres successfully were temporary nature of the programmes and lack of proper planning of activities.

The major reasons reported by the respondents for running the centres successfully were effective performance of the Animators/Volunteers/Instructors, active participation of the learners and regular supply of the reading and learning materials.

The respondents under the programmes of Government Agencies and of Voluntary Agencies largely expressed desire to quit the job. The prime reason assigned by them was ill-treatment by the top level Officers/Administrators.

Permanency of job and time-based scale of pay for the Supervisors, reasonable salary to the Animators/Volunteers, access to vehicle (at least a two-wheeler) to the Supervisors and usage of audio-visual aids for teaching were widely suggested by the respondents for effective implementation of the Adult Education and follow-up programmes. Making the programme a permanent one was suggested for increasing the efficacy of programme.
6. 3c Suggestions

1. A host of programmes have not been quite effective in eradicating illiteracy all these years. Hence universalization of elementary education will be the most effective strategy to eradicate illiteracy.

2. The Adult Education programmes launched so far have been unstructured and the plans and provisions have been made on an adhoc basis. An adhoc programme can not give quick and good results. Hence adhocism should be eliminated. Instead, the programme must be cadre-based with the adequate and properly trained Officials and Instructors and well-planned schemes backed by the adequate financial provision.

3. Politics should be kept out of the mission and a conscious citizenry should vow to eradicate the shame and sin of illiteracy and ignorance.

4. As per the view of Gandhiji the Basic Education Teacher must be given the assignment of 'Animator'. The question will arise to us as who are the basic education teachers?. The noon-meal scheme organisers, the TNIP workers and elementary school teachers may assume the role of basic education teachers. The above said workers may be given the assignment of Animators of the Adult Education programme. They are having good contact with the parents of the pupils and that they can motivate the illiterate parents. This will also solve the problems of complaint of low honorarium paid to the Animators and the need for free service by the Volunteers.
5. Since Gandhiji said, "Literacy, according to me, only one of the means, a sort of an instrument, for acquiring education,".¹ Total Education Campaigns may be planned and implemented instead of mi're Total Literacy Campaigns.

6. It is agreed that adult education must, if necessary, be linked with the other socio-economic development activities and programmes. In the Dindigul district no development activities have been linked with the Adult Education programmes. Efforts should be made to integrate the Adult Education with the development activities.

7. All the Agencies engaged in the Adult Education programme should have coordination with each other, so that overlapping of programmes may be avoided.

8. In the context of the expanded role of the Adult and Continuing education, modern media of communication will have to be applied to play a vital role in taking education to the adult learners. Mass media, including television and radio, computers and satellites should revolutionise the system of education. Adult learners can be reached through the modern means of communication in their own houses, at their work places and in the community. Now-a-days, the adult education programmes are telecast on 'Doordharshan' channel of T.V. only. These programmes may be telecast not only on DD but also on all the channels in the country and the programme should be so designed that it attracts the target group.

9. Vocational training programmes have to be provided to the learners in order to motivate the learners' participation in the Adult Education programmes.
10. Adult Education must be 'a people's programme', and not a programme of the government. To achieve this, the educational needs of learners should be identified and suitable programmes must be designed with the involvement of people.

11. In the Universities, the National Service Scheme must be brought under the Department of Adult Education and Extension so that the literacy programmes like Mass Programme of Functional Literacy and Total Literacy Campaign may be taken-up properly to yield the expected results.

12. Distance Education will provide an opportunity to take education to the remotest areas of the country.

13. It was observed that funds are not provided regularly which affected the entire programmes. Funds must therefore be given to the implementing agencies regularly and in time.

14. Getting volunteers who would run literacy centres for six months without remuneration has proved to be a very difficult task. So, the grassroots level volunteers must be given suitable remuneration for their service.

15. In the Dindigul district, Jana Siksha Nilayams (JSNs) were opened in 1988 by the University and Government agencies of RFLP, in order to carry out the follow-up activities. During 1992-1995, 'Valar Kalvi Maiyams' were opened by the PLC authorities. Neither the JSNs nor the Valar Kalvi Maiyams are functioning at present. Hence there is need to establish permanent Community Education Centres in the villages to carry out the follow-up activities and sustain the literacy needs and skills of neo-literates.

16. Conveyance facilities with the Audio Visual Aids should be provided to the implementing agencies which organise Adult Education programmes.