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CHAPTER III

STATEMENT OF THE PROBLEM

This chapter covers the statement of the problem, need for the study, objectives of the study, hypotheses, variables studied, limitations and definition of certain terms.

I. STATEMENT OF THE PROBLEM

"Impact of Continuing Education Programmes on Social Transformation among Scheduled Castes in Anantapur District: An Empirical Study".

II. NEED FOR THE STUDY

Social transformation is the process by which an individual alters the socially ascribed social status of their parents into a socially achieved status for themselves. It also refers to large scale social change as in cultural reforms or transformations. The first occurs with the individual, the second with the social system. Social transformation focuses on how an individual can alter the class culture to which they feel aligned. One socially transforms in three steps: by associational embracement, associational distancing, and the distinct presentation of self. Social transformation is a multi dimensional phenomenon. It involves not only growth but development with distributive justice. It involves a complex process of changes in the sub-systems and their interaction, leading to desired improvements in income and employment opportunities. It should be
pertinent to remember that social transformation cannot be achieved simply by the maximum influx of resources into the communities without proper response or broadly based community initiatives of institutional change. An equitable way of social transformation means basic needs of people are placed before predatory pursuits of economic growth. It recognizes that health, well-being, security of people depends upon fair distribution of resources and power. It involves people's participation in decision making concerning their lives. Education is perceived as the most important tool for both accumulation of social assets and formation and accumulation of social capital. This was proved by research across disciplines, over time. This is also why educational development occupies a central position in social development in any society.

Continuing education is a learning, process that continues throughout one's life. Its aim is to ensure comprehensive range of appropriate opportunities made available for life long learning, retention of literacy skills, application of learned knowledge for improving living standards and conditions of people, creating scope for application of functional literacy for improvement of living conditions and quality of life, dissemination of information on developmental programmes, creation of awareness about national concerns such as national integration, conservation and improvement of the community, providing vocational skills and organization of cultural and recreational activities with effective community participation. It has a long lasting implication for social transformation. Against this backdrop, the present study aims to analyse the Impact of Continuing Education on Social Transformation among Selected Dimensions among the Scheduled Caste communities in Anantapur District of Andhra Pradesh.
III. OBJECTIVES OF THE STUDY

The following are the objectives of the study

i. To analyse the response pattern of the sample on different items and areas of social transformation.

ii. To study the influence of independent variables on social transformation.

iii. To assess the impact of achievement in literacy skills on social transformation.

iv. To examine the role of attitude towards adult education on social transformation.

v. To estimate the percentage of contribution of different independent variables to social transformation.

IV. HYPOTHESES

Based on the above objectives the following hypotheses were formulated for testing.

i. Scheduled castes do not differ significantly in their response pattern on different items of social transformation.

ii. Scheduled castes do not differ significantly in their response pattern on different areas of social transformation.

iii. Independent variables do not significantly influence social transformation.
Sub-hypotheses

a. Gender does not significantly influence the various aspects of social transformation.

b. Age does not significantly influence the various aspects of social transformation.

c. Occupation does not significantly influence the various aspects of social transformation.

d. Marital status does not significantly influence the various aspects of social transformation.

e. Income does not significantly influence the various aspects of social transformation.

f. Locality does not significantly influence the various aspects of social transformation.

g. Number of educated members in the family does not significantly influence the various aspects of social transformation.

h. Duration after becoming literate does not significantly influence the various aspects of social transformation.

i. Social position does not significantly influence the various aspects of social transformation.

j. Participation in Self-Help Groups does not significantly influence the various aspects of social transformation.

k. Usage of literacy skills in daily life does not significantly influence the various aspects of social transformation.
l. Participation in continuing education centre activities does not significantly influence the various aspects of social transformation.

m. Participation in development programmes does not significantly influence the various aspects of social transformation.

n. Achievement in literacy skills does not significantly influence the various aspects of social transformation.

o. Attitude towards adult education does not significantly influence the various aspects of social transformation.

p. No single variable or a set of variable included in the study do not significantly exert their contribution to social transformation.

**VARIABLES STUDIED**

**Independent variables**

Personal variables: Gender, age, occupation, income marital status, locality, number of educated members in the family, social position, duration after becoming literate, participation in self help groups, participation in CEC activities, participation in developmental programmes; Achievement in literacy skills. Attitude towards adult education.

**Dependent variable**

Social transformation in a) educational aspects, b) social aspects, c) economic aspects, d) health aspects and e) political and legal aspects.

**LIMITATIONS OF THE STUDY**

i. The study is limited to 240 scheduled caste neo-literates of Anantapur district.
ii. The study is limited to measurement of social transformation among schedule castes.

iii. Social transformation in the study is limited to a few areas i.e., educational aspects, social aspects, economic aspects, health aspects and political and legal aspects.

**DEFINITION OF CERTAIN TERMS**

**Neo-Literate**

A neo-literate is a person who has just completed his / her course in adult education centre and provided with a neo-literate certificate by the Zilla Sakharatha Samithi, Anantapur, which happens to be the agency for implementing adult and continuing education programmes. In the context of the study neo-literate or adult learner are used inter-changeably.

**Prerak**

He / she is a motivator and organizer of continuing education centre and organizes the literacy centre, reading room, library, charcha mandal, simple and short duration training programmes and keeps the continuing education centre as a window for receiving information and as a centre for communication and developmental activities.

**Performance / Achievement**

In the context of the present study, performance or achievement are interchangeably used which refer to the performance of the neo-literates in literacy skills i.e., reading, writing and numeracy skills.
Monitor

A person who organizes the post-literacy centre after literacy campaign.

Functional Literacy

As specified in the National Literacy Mission document (1988) by Government of India, functional literacy implies achieving self-reliance in literacy and numeracy by learners, becoming aware of the causes of their deprivation and moving towards amelioration of their conditions through organization and participation in the process of development, acquiring skills to improve the economic status and general well-being, imbibing the values of national integration, conservation of the environment, women’s equality, observance of small family norms etc.

Adult learners

The term ‘adult learners’ used in the context of the present study refers to the neo-literates who are attending the continuing education centres.

Equivalency programmes

These are one type of continuing education programmes which provide an opportunity to adults and out-of school children who have acquired basic literacy skills or who have completed primary education and are willing to continue their education beyond elementary literacy for acquisition of competencies equivalent to primary or secondary levels of formal education.

Income generating programmes

Income generating programmes are those vocational and technical programmes which help participants to acquire or upgrade vocational skills and enable them to conduct income generating activities.
Quality of life improvement programmes

These are the type of educational programmes designed to enhance the well-being of citizens and aimed to equip learners and community with knowledge, skills, attitude and values to enable them to improve their quality of life as individuals and members of the community.

Individual interest promotion programmes

The continuing education programmes aim to provide opportunity to individuals to participate in and learn about their social cultural spiritual health, physical and artistic interests. The focus of individual interest promotion programmes is on personnel development by providing opportunities for promotion of specialized individual interests which may lead to improvement in the quality of human resources of the society.

Continuing Education

Continuing education is one of the hallmarks of a learning society. It is based on the premise that all adults should be entitled to continue opportunities for education throughout their lives. It recognises learning wherever it takes place - not only within the premises of organized institutions but also in the work place, home and other places. Even those who have had the most advanced education are also required to upgrade their knowledge continuously. The broader concept of continuing education emphasizes the need of neo-literates for life long opportunities for education and training. Continuing education which provides a second chance to those who missed formal education is responsive to the needs of learners and directly addresses structural inequalities in society. It is now emerging as one of the most important components of education as a
whole and it includes all learning opportunities outside the basic literacy and primary education. It is, in fact, a continuum of basic literacy and post-literacy phase and visualized as an attempt to provide systematic, organized and well co-ordinated mechanism to mobilise all the resources in support of literacy, post-literacy and continuing education in the perspective of life long education.

**Post-Literacy**

The concept of post-literacy refers to those efforts carried out after literacy phase, the objectives of which are remedial (taking care of those persons who have not achieved adequate levels of literacy), continuation (which would enable the neo-literates transform from a guided learning situation to a self-learning situation, application of literacy skills to improve quality of life) and community participation (where community participation and action for social development is initiated).

**Social transformation**

Social transformation refers to socially ascribed and achieved status or position of individuals and families in a society. It refers to the desirable cultural and social changes influenced by inter personal negotiations, association social membership, economic prosperity, civic participation, scientific and technological interventions. It also refers to positive attitudes and values held in a completely new context or paradigm based upon different assumptions and beliefs of the society. Social transformation in the present study is limited to social transformation or changes due to education, social, economic, health, political and legal issues in the light of continuing education programme.