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CHAPTER VI

SUMMARY AND CONCLUSIONS

I

INTRODUCTION

Scheduled castes are those castes / races, which have been or may in future be specified in a list in accordance with Article 341 of our Constitution. They remain at the bottom of social hierarchy and have been socially deprived, discriminated and exploited by the upper caste Hindus since time immemorial. Mythologically, the people of these castes are born impure, culturally they suffer from social disabilities and occupationally they are linked with impure occupation and above all they are exclusively dependent for their survival on the high castes of the respective villages who have tradition bound attitudes. The overall lower socio-economic position of the scheduled castes, made the framers of the Constitution, to realize that special attention is urgently required for their development. As a result, some specific provisions have been incorporated in the Constitution to provide social justice to the members of these castes through the policy of protective discrimination. The basic purpose of incorporating these developmental provisions was to change the traditional social structure of our society, which is based upon socio-economic and political inequalities. These special provisions have played an important role in improving the socio-economic conditions and achieving a respectful position to the members of the scheduled caste communities in the society. But due to the interventions of several planned efforts through five year plans there is some social transformation among them. Adult and continuing education programmes have opened gateways of knowledge to the scheduled castes for their development and it would be an interesting effort to look into the impact of continuing education among scheduled castes.
STATEMENT OF THE PROBLEM

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

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.

SCOPE OF THE STUDY

The government of India and non-government organizations are making a lot of efforts for the welfare of scheduled castes in our country. The effective implementation of total literacy campaigns has contributed towards the substantial increase of neo-literates and semi-literates. But due to lack of immediate post-literacy activities at the grassroots level and due to lack of people's participation in the continuing education centers the neo-literates and semi-literates are again relapsing into illiteracy. The non-enrolment and dropout at primary level and at adult education centers, poor socio-economic conditions are other reasons leading to the problem of illiteracy in the country.

Continuing education centers were started to organize activities like evening centers, library, reading room, charaha mandal activities, simple and short duration training programmes and possession of information about
development programmes. Scheduled castes are one of the backward groups which have participated in continuing education activities. Education opens gateways to knowledge, caters to social change and transformation and accelerates the pace and magnitude of development.

Studies that deal with social transformation in relation to different personal, social, economic aspects and the impact of continuing education on social transformation would be of immense help to the programme planners and executives to design effective strategies to promote social transformation among scheduled castes. The review of related literature showed that there is shortage of studies in adult education in relation to social transformation among scheduled castes. The present study would be of greater help to the district administration and National Literacy Mission to chalk out effective strategies for promoting the social transformation among scheduled castes.

v  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.
VI 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 development programmes does not significantly influence the various aspects of social transformation.

m. Participation in continuing education centre activities 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 developmental programmes; Participation in CEC activities. 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.

Tools developed

The investigator developed the following tools for the purpose of the study; 1. Schedule on social transformation, 2. Achievement test in literacy skills, 3. Attitude towards adult education. The information relating to gender, age, locality etc. was collected through personal data sheet.

SELECTION OF THE SAMPLE

Anantapur district is one of the four districts of Rayalaseema region. It consists of three revenue divisions (Anantapur, Dharamavaram and Penukonda). At the first stage one revenue division was randomly selected (Dharmavaram). It consists of 17 mandals. At the second stage four mandals (two rural and two urban) were randomly selected. At the third stage from each mandal 2 panchayats were randomly selected. At the fourth stage, a sample of
30 scheduled caste learners participating in continuing education centres were randomly selected. Thus, the total sample of study consists of \((1 \times 4 \times 2 \times 30) = 240\) members.

**COLLECTION OF DATA**

The data required for the study were collected from the scheduled caste learners by contacting them individually at the continuing education centers. Necessary rapport was established before collecting the data from them. The help of the Prerak was sought by the investigator in administering the tools. The measures were administered to the learners in two sessions. In the first session, achievement test was administered. During the second session, schedule on social transformation and measure of attitude towards adult education were administered. An interval of 15-30 minutes was given between the administrations of the tests. It took approximately two hours for the completion of all the tools by each neo-literate. Personal data relating to the learner's name, gender, age, occupation, marital status, income, locality, number of educated members in the family, duration after becoming literate, participation in SHGs, etc., was collected by utilizing the personal data sheet. Thus, the final data relating to study were collected.

**ANALYSIS OF DATA**

The data collected were analysed by using relevant statistical techniques chi-square, 't' test and 'F' test to find out the differences in the groups. The multiple correlation 'R' was calculated by carrying out stepwise regression analysis.
FINDINGS OF THE STUDY

a) Profile of the sample

1. There is an equal representation of men and women neo-literates in the sample. About 20.83 per cent of the sample are represented by 15-25 years age group, 42.92 per cent by 25-35 years age group and the remaining 36.25 per cent of the sample are represented by 35 years and above age group.

2. The occupation wise distribution of the sample indicates that 38.75 per cent constitute coolies group, 42.50 per cent agriculture group and the remaining 18.75 per cent belong to business and others group. More than two thirds of the sample (67.92 per cent) are married and the remaining (32.08 per cent) are unmarried. More than half of the sample (50.42 per cent) have an annual income of below Rs. 10,000 per year whereas 27.92 per cent have annual income between Rs. 10,000-20,000 and the remaining 21.66 per cent of the sample have annual income of Rs. 20000 and above. More than two thirds constituting 67.50 per cent belonged to rural areas whereas the remaining 32.50 per cent of the sample belonged to urban areas.

3. About 20.83 per cent of the sample are having one educated member whereas 42.92 per cent and 36.25 per cent of the sample have 2 members and 3 members as educated persons in their family respectively. Less than one fifth of the sample (19.58 per cent) have completed one year period after becoming literate, whereas 24.58 per cent and 55.84 per cent of the sample have completed 2 years and 3 years respectively after becoming literate. 56.25 per cent of the sample have membership in self help groups like DWCRA, mothers committee, watersheds, school committee, etc. As far as social position of the
sample in the elected bodies like panchyat ward members is concerned, 28.75 per cent have representation. The neo-literate are expected to utilize literacy skills acquired by them in daily life. About one third of the sample are utilizing the literacy skills at a good level in daily life whereas 26.67 per cent and 40.00 per cent respectively are utilizing the literacy skills at average and poor levels in their day-to-day life.

4. About one fourth of the sample (25.83 per cent) are participating in development programmes at a higher level whereas the remaining 45.00 per cent and 29.17 per cent respectively are participating in the development programmes at medium and low levels which deserves attention. As far as the participation of the sample in continuing education centre activities is concerned only one third of the sample have stated that they are participating at a high level whereas 42.50 per cent of the sample have moderate participation, 24.17 per cent of the sample have a poor participation in the activities of continuing education centre.

5. Response pattern on item wise analysis

**Area-I : Educational aspects**

   a) **Items for which response pattern is high (1-6 and 9-14).**

The items are as follows:

1. Sending children to schools
2. Helping children in their studies
3. Devoting attention towards education of girl child
4. Reading newspapers and letters independently
5  Entering daily accounts independently
6  Visiting local library and continuing education centers
9  Writing the names of agricultural crops
10 Writing the names of pests and pesticides
11 Knowing about different development programmes
12 Strengthening the literacy skills acquired
13 Giving equal priority for boys and girls in education.
14 Checking the weights and measures in fair price shops

b) Items for which response pattern is low (7, 8)
7  Reading and understanding the matter before signing the forms
8  Writing applications to higher authorities based on local needs

Area-II: Social aspects

a) Items for which response pattern is high (16, 17, 18, 20, 28)
16  Avoiding the liquor habit by self / family members
17  Taking steps to conserve environment
18  Taking steps to prevent child labour
20  Taking steps to prevent child marriages and superstitions
28  Self safe guarding from superstitions

b) Items for which response pattern is low (15, 19, 21-26)

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15 Contacting the officials without fear
19 Taking steps to prevent bonded labour
21 Taking steps to promote environmental cleanliness
22 Taking decisions at the family level after discussion
23 Taking steps to safeguard the family respect in the society
24 De-siltation of ponds and properly utilizing the limited water resources
25 Time management and maintenance
26 Upholding human values

Area-III: Economic aspects

a) Items for which response pattern is high (29, 33, 34, 36, 38, 39, 41)

29 Taking membership in self help groups
33 Following thrift and deposits (in post offices and banks)
34 Repayment of loans taken from self-help groups / DWCRA groups in time
36 Enrolling the name in MRO office and working in the NREGS
38 Purchasing milch animals / starting poultry farm
39 Filling up indents, bank forms independently
41 Discussing with officials about village development activities

b) Items for which response pattern is low (30, 31, 32, 35, 37, 40, 42)

30 Improving vocational skills relating to tailoring, embroidery, electrical repairs, motor rewinding etc.
31 Taking loan from government authorized banks

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32 Taking steps for the welfare of the family keeping in view the priorities
35 Knowing the value of ration cards and getting them
37 Knowing about the minimum wage for the work and getting it
40 Knowing about new occupations and improving vocational skills
42 Adoption of modern methods of agriculture (seeds, pesticides, tools and equipments)

Area-IV: Health aspects

a) Items for which response pattern is high (44, 45, 47, 48, 49, 54)

44 Maintaining personal hygiene
45 Going to the Doctor in case of illness
47 Knowing about AIDS and taking precautions
48 Immunization for children in the house
49 Taking patients to the hospital in case of delivery
54 Using more leafy vegetables

b) Items for which response pattern is low (43, 46, 50-53, 55)

43 Knowing about communicable diseases
46 Informing higher officials in case of absence of health officials
50 Knowing about the different aspects of first aid
51 Knowing about sugar, BP and taking precautionary measures

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52 Safe guarding health from superstitions

53 Performing marriages to children based on age at marriage

55 Consuming fresh foods and eatables

Area-V: Political and Legal aspects

a) Items for which response pattern is high (61, 66, 69)

61 Voting to the selected party in the elections

66 Knowing about popular leaders like Ambedkar, Babu Jagajjivan Ram, Mahatma Gandhi, etc

69 Following national integration

b) Items for which response pattern is low (57-60, 62-65, 67, 68, 70)

57 Taking membership in panchayat

58 Evincing interest in political matters

59 Knowing the manifestos of different political parties.

60 Knowing the value of adult franchise

62 Participating in the election of self help groups and others

63 Possessing knowledge about democratic system

64 Possessing knowledge about fundamental rights

65 Knowing about the various reservations meant for women

67 Taking membership in various organizations / associations

68 Knowing about the government reservations meant for SCs and STs

70 Knowing about house violence, rights to information act
Chi-square was calculated to know whether the sample differ significantly on different items or not. All the calculated chi-square values were found to be statistically significant at 0.01 level. Hence the null hypothesis that ‘scheduled castes do not differ significantly in their response pattern on different items of social transformation’ is rejected.

The social transformation scores of the sample are more or less normally distributed. The mean, median and mode of the social transformation score are 198.16, 197.50 and 196.18.

The area wise mean and standard deviations obtained by the sample on different aspects of social transformation are as follows. The sample have secured the highest mean on social aspects (45.31) duly followed by educational aspects (45.00), economic aspects (39.45), health aspects 45.25) and political and legal aspects (33.40). Each area contains 14 items, and the least and highest scores that can be obtained are 14 and 70, the middle value being 42. This indicates that the sample have secured mean scores above the middle value only in social and educational aspects and on the remaining areas (economic aspects, health aspects and political and legal aspects) the mean scores are below the average. The sample differed significantly in their response pattern on different areas. Hence, the null hypothesis that ‘scheduled castes do not differ significantly in their response pattern on different areas of social transformation’ is rejected.

Influence of independent variables

6. Gender has not significantly influenced social transformation. Men have secured some what better scores on all aspects of social transformation i.e., educational, social, economic, health, political and legal aspects in relation to women group.
The neo-literates of the study were divided into 3 age groups in order to study whether there exists any significant difference in their social transformation. It was observed that the higher age group (35 years and above) have obtained better social transformation scores in relation to the other age groups i.e., 25-35 years and 15-25 years. The trend of the mean scores reveals that higher the age group, the better are the social transformation scores. This clearly shows that higher age contributes to better social transformation which may be due to social movement, education, knowledge about the opportunities, experience and ability to face the challenges of social life. However, age has not significantly influenced social transformation.

Occupation has significantly influenced social transformation. The sample of the study were divided into 3 categories based on their occupation, i.e., agriculture, non-agriculture and business. The business group have secured high mean social transformation scores duly followed by the non-agriculture group and agriculture group. Further the non-agriculture group have obtained better scores in relation to agriculture group on all aspects of social transformation (Educational, social, economic, health, political and legal aspects).

Marital status has significantly influenced social transformation. The married group of the sample have secured better mean social transformation scores.

Income has significantly influenced social transformation. The higher income group (Rs. 20,000 and above per year) have secured the highest mean scores in all the sub aspects of social transformation in relation to
Locality has significantly influenced on social transformation. The sample belonging to urban areas have secured a better mean social transformation scores in all the aspects educational, social, economic, health, political and legal aspects in relation to those residing in rural areas.

12. Number of educated members in the family has significantly influenced on social transformation. The families which have more number of educated members (3 members) have secured better mean social transformation scores in relation to their counter parts (2 members and 1 member) on all the aspects.

13. Duration after becoming literate has significantly influenced social transformation. The members who have completed 3 years and above duration after becoming literate has secured better mean social transformation scores in relation to the other groups i.e., 2 years and 1 year duration after becoming literate. The higher the duration after becoming literate the better is the social transformation.

14. Participation in self-help groups has significantly influenced social transformation. The sample of neo-literates who have membership in self help groups have secured better mean social transformation scores on all the sub-areas in relation to their counter parts.
15. Social participation in elected bodies: ward members, panchyat president vice-president etc., has significantly influenced social transformation on social transformation. Those who have social position have secured better mean social transformation scores on all the aspects i.e., educational aspects, social aspects, economic aspects, health aspects, political and legal aspects and in overall social transformation.

16. Usage of literacy skills in daily life has significantly influenced social transformation. The neo-literates who expressed high usage of literacy skills in daily life have secured high social transformation scores on all the sub-aspects (educational, social, economic, health, political and legal aspects) and total social transformation in relation to others (medium and low groups).

17. Participation of learners in continuing education centre activities has significantly influenced social transformation. The low scoring group on participation in CEC activities have obtained a low social transformation score, the medium scoring group on CEC activities have secured a moderate social transformation score and high scoring group on participation in CEC activities have secured a high score on social transformation.

18. Participation in development programmes has significantly influenced social transformation. There are different development programmes implemented by the central and state governments for the welfare of scheduled castes. They include National Rural Employment Guarantee Programme, Small Scale Industries, Medium Scale Industries, Handicrafts, Village Industries, Dairy units, bore wells, vocational training programmes, housing schemes, loans for self help groups, etc. The
participation of scheduled castes in these programmes is likely to influence their social transformation. The low scoring group on development programmes have obtained a low social transformation score, the medium scoring group on development programmes have secured a moderate social transformation score and high scoring group on development programmes have secured a high score on social transformation on all the sub-aspects (educational, social, economic, health, political and legal aspects) and total social transformation.

19. As per NLM norms, a person in order to qualify in the literacy test should get a minimum of 50 per cent of marks in reading, writing and numeracy and on the aggregate one should get 70 per cent of marks in total achievement. NLM has assigned 40 marks for reading test, 30 marks for writing test and 30 marks for numeracy test out of 100 marks. On the whole, 37.50 per cent of learners have qualified in the literacy test by obtaining overall 70 marks aggregate.

20. Achievement in literacy skills has significantly influenced social transformation. The low scoring group literacy skills have obtained a low social transformation score, the medium scoring group on literacy skills have secured a moderate social transformation and high scoring group literacy skills have secured a high score on social transformation on all the sub-aspects (educational, social, economic, health, political and legal aspects) and total social transformation.

21. Attitude towards adult education has significantly influenced social transformation. The low scoring group on attitude towards adult education have obtained a low social transformation score, the medium scoring group have secured a moderate social transformation score and high scoring group on attitude towards adult education have secured a
high score on social transformation on all the sub-aspects (educational, social, economic, health, political and legal aspects) and total social transformation.

22. The order of high correlation of the variables with social transformation is as follows: attitude towards development (0.45), income (0.28), usage of literacy skills in daily life (0.28), participation in development programmes (0.26), achievement in literacy skills (0.24), participation in self help groups (0.21), participation in continuing education centre activities (0.18), locality (0.15), gender (0.14), occupation (0.13), duration after becoming literate (0.13), number of educated members in the family (0.11), age (0.10), social position (0.09), and marital status (0.09).

23. Out of the 15 independent variables considered for analysis i.e., gender, age, occupation, marital status, income, locality, number of educated members in the family, duration after becoming literate, participation in self-help groups, social position, usage of literacy skills in daily life, participation in continuing education centre activities, participation in development programmes, achievement in literacy skills and attitude towards development only 6 variables were significantly related and explained 38.62 per cent of variance in social transformation. The variance explained by all the six variables was as follows: Attitude 16.39 percent; Income 6.27 percent; Participation in development programmes 4.24 percent; Achievement in literacy skills 4.35 percent; Participation in SHGs 3.32 percent; Participation in CEC activities 4.05 percent;

IMPLICATIONS OF THE STUDY

1. In the present study, it was found that social transformation is at a low level among scheduled castes. Though the area wise results revealed that in educational aspects and social aspects there is some
advancement, yet it is poor in the areas of economic aspects, health aspects, political and legal aspects. Hence steps should be taken by the government and non-Government organizations to provide the facilities and financial support for the social transformation of scheduled castes.

2. It was observed in the study that social transformation is low with respect to a) women, b) 15-35 age group, c) unmarried, d) people having agriculture as occupation, e) low income (below Rs. 10,000/- per year), f) members having less number of educated members in the family (1-2 members), g) those who have completed less duration after becoming literate (1-2 years), h) those who do not have participation in self help groups and any social position at the village / ward level. It was also observed that scheduled castes who have a) low level usage of literacy skills in daily life and there who have b) low level attitude towards development and c) low participation in development programmes and continuing education centers activities have secured low social transformation scores in relation to their counterparts. Hence it is suggested that steps should be taken by the government and local community to promote better social transformation among these groups by encouraging them to participate in adult education and continuing education centre activities, development programmes and by developing a positive mindset among them towards their own development in the study.

3. It was observed through the study that there exists a high correlation between achievement in literacy skills and social transformation. It is established that adult education acts as a powerful tool for social transformation. Higher the literacy rate better would be the social transformation and vice versa. Hence it is clear that social transformation
among schedule castes can be achieved by effectively organising adult and continuing education programmes and vocational training activities through Jan Shikshan Sansthas and district level agencies.

4. Social transformation is a multi-faced concept dealing with educational, social, economic, health, political and legal issues. It is high necessary to keep these aspects in view while implementing programmes relating to social transformation among scheduled castes.

5. In order to strengthen the continuing education centres it is necessary to give wider publicity for adult education programmes, organize evening classes, library, charcha mandal activities, income generating programmes to the target groups through Jan Shikshan Sansthas and local voluntary organizations, provide materials on development programmes, health, education, political and legal aspects. It is also necessary to organize programmes on mental peace, happiness, values, gender equality, cultural aspects etc. Thus adult education can be utilized as a vital tool to achieve social transformation.

6. Social transformation is a gradual and continuous process. It is a positive indicator of development. The members of scheduled castes should have an apathy and interest to grow in their life socially, culturally and economically. They should keep away all their phobias, doubts and their feeling that they cannot grow and their life is pre-determined to live under poverty stricken conditions. The government should take steps to create awareness and involve scheduled castes in various development programmes from time to time.
SUGGESTIONS FOR FURTHER RESEARCH

1. The present study is limited to 240 scheduled castes participating in adult and continuing education programmes. The study has been confined to study the influence of continuing education on social transformation on one hand, and the influence of a few personal and demographic variables like age, caste, locality, income, etc., on social transformation. Therefore, a broad based study may be undertaken by covering more sample respondents and variables.

2. A comparative study on the social transformation of scheduled castes and scheduled tribes may be carried out.

3. In the present study social transformation was studied by considering a few areas, like education, social aspects, economic aspects, health aspects, political and legal aspects. Some more areas like personality development, moral life, demography, etc., may be included while studying social transformation.

4. Studies may be taken up on self-help groups like water sheds, mothers groups, forest management on social transformation of various communities.

5. In-depth studies on policy implications and programmes relating to social transformation among scheduled castes may be attempted.