CHAPTER VI

FINDINGS AND SUGGESTIONS
Adult Education is a package of educational programmes for adults outside the formal educational system aiming at providing more information and better knowledge and skills for improving their life-style, and also their earning capacity.

The objective of Adult Education is to enable people become confident and self-reliant by understanding the situation in which they live. Its purpose is to educate an adult for life so that he can effectively and efficiently play his various roles as a wage earner, as a parent, as a member of the society and as a citizen of his country. It is an instrument of development and progress, leading to social change.

The scope of Adult Education is very wide. Its requirements are somewhat different from those of the normal school system. The successful running of the Adult Education Programme depends upon the support it receives from several agencies, particularly the Universities, Public Institutions and Voluntary Organisations. The effectiveness and efficiency of the programmes of Adult Education, irrespective of type of organisations, depends upon competent administrative and management machinery. Hence, the present study is an humble attempt on 'Management of Adult Education Programmes in Anantapur
District*. Added to this no study has so far been done in this area.

The data for the present study is drawn from two sources: i.e., primary and secondary. The primary data has been collected by administering four schedules among Learners, Instructors, Supervisors and Project Officers. The secondary data has been collected from different institutions such as Government projects, University and Voluntary Organisations.

There are at present three agencies involved in the Adult Education Programme in the district i.e., Government, University and Voluntary Organisations. The programme of Adult Education in the district is being engaged at 1,305 centres and the enrolment of learners at these centres is 39,313. Among these centres 1,222 centres are meant for the rural and the rest (83) for the urban. 646 centres are exclusively meant for female learners, 642 for males and the remaining 17 for both. The learners who have been enrolled themselves at the 45 Adult Education Centres run by the University in 1990-91 are 1,413. For the purpose of detailed analysis 204 learners have been selected at the rate of 6 learners in each of the 34 centres (75 per cent of total 45 Adult Education Centres).
There are 45 Instructors at the University level. For the purpose of analysis 75 per cent of them i.e., 34 Instructors are selected at random.

In all three agencies there are 62 Supervisors in the district. For the purpose of the study, 47 Supervisors representing 75 per cent are selected and accordingly responses are analysed.

All the Project Officers who are involved in Adult Education Programmes in all the three agencies have been taken into account.

GENESIS OF THE CENTRES:

Government Agency:

In Anantapur District, the first Rural Functional Illiteracy Project was started at Kalyandurg with 300 Adult Education Centres. Later the project was shifted to Tadpatri. 39 Jana Sikshana Nilayams are being run under this project. Subsequently, two additional projects under State Sector Adult Education Projects were started during 1984 and 1987, with their headquarters at Kadiri and Kanekal respectively. At Kadiri 18 Jana Sikshana Nilayams and 17 at Kanekal are being run at present. At the district level the agency is being headed by Deputy Director and he is assisted by Project Officers, Assistant Project Officers and Supervisors at the Project level.
The Sri Krishnadevaraya University started this programme in 1985 with 60 Adult Education Centres. It is headed by one Project Officer, a Technical Assistant, a Junior Assistant and two Supervisors and 45 Instructors. The total learners enrolled during 1990-91 were 1,413 in 45 Adult Education Centres.

Voluntary Organisations:

i) Sevamandir - Hindupur: It was started by late A.M. Linganna in 1942. At present 300 centres are being run in 9 mandals and 37 Jana Sikshana Nilayams. It is headed by a President and Project Officer. These centres are supervised by 37 Preraks.

ii) Sree Veerabraham Educational Society - Gorantla:
This society has been functioning with 60 centres at Gorantla and Chilamatturu mandals since 1988 covering 10 Jana Sikshana Nilayams. It is headed by a Project Officer and Preraks.

The study covers a total number of 34 out of 45 Instructors engaged in the Adult Education Programme at the University level. Among them 26.47 per cent are males, and 73.53 per cent are females. Majority of the Instructors are from other castes, followed by Backward Castes,
Scheduled Tribes and Scheduled Castes. Majority of them are above 25 years age and got married.

Majority of the Instructors have S.S.C. as their educational background followed by Intermediate, graduation and post-graduation. Of the total Instructors, 23 are from the urban areas. So it can be concluded that in both the rural and the urban areas most of the Instructors live either in huts or in pucca houses only and 85.30 per cent have no landed property.

It is observed in the study that majority of the Instructors' fathers and mothers are illiterate.

As far as the total experience of the Instructors in Adult Education Programme is concerned it is seen that 73.53 per cent of the Instructors have one year experience only. 38.29 per cent have opined that the training imparted to them is quite satisfactory. Majority of them have stated that they need further training.

The method of teaching is an important component in Adult Education Programme. In the present study, it is found that most preferred method is the 'Alphabetic' method of teaching followed by the 'Explanatory' method.

The method of 'cultural activities' served as the most motivating factor to the learners followed by the 'Role Playing' and the 'Orientation' methods.
It is noticed in the study that 58.82 per cent of the centres are being run in the Instructors' houses and some are in school buildings.

With regard to the views on the facilities in the centre, 91.18 per cent of the Instructors felt that the location of the centres is quite satisfactory and convenient. A positive opinion is also expressed regarding accommodation, lighting, reading materials, teaching methods and timings of the centres.

Majority of the Instructors have expressed that they are getting a substantial support from village leaders and Adult Education officials. Thus, the advantage of Adult Education seems to be applauded and recognised even by the general public and hence it is found in the study that Adult Education Programme is in progress.

As per the opinions regarding drop-outs and irregular attendance it is found that the root causes for drop-outs are busy in their 'domestic work', 'tired after day's hard work' and 'shyness due to old age.'

Honorarium plays a vital role in motivating and extracting the work from the people. 70.59 per cent of the Instructors have said that they are not satisfied with the present honorarium and hence there is an urgent need to raise it.
Socio-economic conditions of supervisors and opinions about the adult education programmes:

In all the three Adult Education implementing agencies, 62 Supervisors are engaged and for the present 47 Supervisors have been selected. Out of these, 85.11 per cent are males and the rest are females.

Caste-wise composition of the Supervisors has led to conclude that majority of the Supervisors are from Backward and Other Castes and most of the Supervisors are in the age group of below 40 years.

It is seen from the study that 42.55 per cent of the Supervisors in all three agencies have SSLC or SSC as their main educational background. However, a considerable percentage of Supervisors is also found from Intermediate, Graduation and Post-Graduation.

Regarding the regular occupation of the Supervisors, majority of the Supervisors are engaged themselves in agriculture as their regular occupation and second importance to Adult Education.

With regard to the experience of the Supervisors, 80 per cent of the Supervisors in Government agency have a total experience between 7 to 12 years. In the University it ranges from 7 to 12 years while in Voluntary Organisations it is ranging between 2 to 4 years only.
It is evident from the Table 4.28 that majority of Supervisors have undergone Adult Education training and have been imparted with necessary skills.

It is found in the study that interest in social work is the main motivating factor by majority of the Supervisors for their association with the Adult Education Programmes. The allotment of the centres for each Supervisor is varied. In Government agency it is found that each Supervisor is entrusted to supervise nearly 70 centres; while in University it ranges from 20 to 25. But in Voluntary Organisations the allotment of centres to each Supervisor is only 8 centres.

Regarding workload majority of the Supervisors in University and Voluntary Organisations have felt satisfied while in Government the Supervisors felt dissatisfaction.

Regarding the salary of Supervisors, 60 per cent in Government, 25.71 per cent in Voluntary Organisations and cent per cent in University have expressed their dissatisfaction over their salaries.

With regard to facilities in the centre, majority of the Supervisors expressed their opinions favourably.

The Supervisors expressed that they received co-operation from all spheres of the society.
SOCIO-ECONOMIC, EDUCATIONAL AND PROFESSIONAL BACKGROUND OF THE PROJECT OFFICERS:

In all the three agencies 6 Project Officers are engaged, out of which 4 are males and remaining are females and their education ranges from minimum graduation to maximum Ph.D degree. In Government agency, Project Officers have a minimum experience of 2 years and with a maximum of 12 years. While in University Project Officer has put in 5 years and in Voluntary Organisations experience is ranging from 2 to 5 years. All Project Officers except the Project Officer in the University have undergone masters training.

Regarding the work assignment, it is found that Government agency is running 900 Adult Education Centres with the average coverage of 103 Kms. The University with its 45 centres covers 20 Kms and the Voluntary Organisations with 360 centres cover 49 Kms. All the Project Officers in all the three agencies have expressed their satisfaction with the nature of work designed and assigned to them.

In motivating the learners, it is seen that some Project Officers have motivated the learners by mass meetings, while some have viewed cultural activities and still others have adopted health campaign programmes.
These are all done by demonstrations as a motivating force.

As per the problems with regard to Adult Education as perceived by Project Officers it can be concluded, irrespective of the agencies, that problems are different. Majority of them have confessed lack of suitable buildings, non-cooperation of development departments, lack of conveyance facility inadequate and untimely finances, as their common problems. To make use of the potential abilities of the Project Officers, these problems are to be properly attended.

DEMOGRAPHIC CONDITIONS OF SELECTED LEARNERS:

For the purpose of measuring the impact of Adult Education Programme, 204 learners from the centres run by the University have been selected and analysed accordingly. Of them, 149 are females and 55 are males. The female learners are more in other castes and more in backward castes; and only 18.18 per cent are from Scheduled Castes and Scheduled Tribes.

Majority of the learners fall under the age group of 15-35 and got married.

Of the total, 67.65 per cent of the learners are from the urban and 32.35 per cent are from the rural area and majority of them have come from joint families.
Occupation of the learners has led to conclude that 37.26 per cent are housewives, 27.95 per cent are coolies and the rest are engaged in service, business and other activities as their main occupation.

Majority of the learners have stated that their family income ranges from Rs. 500 to Rs. 1000 and the rest Rs. 1001 to Rs. 1500. Most of them stated that the main source of their income was from daily wages.

It is clear from the study that most of the learners are from the rural areas with pucca houses; while in the urban areas hut dwellers are more.

92.16 per cent of the families of the learners do not have landed property. Besides, marginal farmers have not been found in the study.

It is observed from the study that most of the learners' family members are illiterates followed by primary and secondary school education.

Regarding the awareness of the Adult Education Programme majority of the learners have come to know about Adult Education Programme through Adult Education Instructors followed by elders in the family, Adult Education Supervisors and their relatives.

It is evident from Table 5.13, majority of the learners have been motivated to join the course by the
Adult Education Instructors followed by supervisors, elders in the family and village leaders.

The results incorporated in Table 5.14 have led to conclude that 87.75 per cent of the learners joined the centre with a view to learning, reading and writing and gaining the knowledge about diseases.

As per the social and recreational factors, 89.71 per cent of the learners have viewed their main motive in joining the centre is 'to learn proper utilisation of leisure time'.

Opinions about economic and cultural factors, it is learnt that majority of them have gained the knowledge in economic use of money and cultural awareness.

Regarding the use of Adult Education, 77.94 per cent of the agricultural labour expressed negatively. But 82.35 per cent of the total learners have, however, confessed that they got benefited in professional skills through Adult Education.

Out of the total, 99.51 per cent of the learners have felt that the Adult Education helped them in cultivating good habits, and 78.92 per cent of the total learners have expressed that the Adult Education has given them about various sources of credit facilities.
As per the opinions elicited with regard to facilities within the centre, majority of them expressed their satisfaction favourably.

The analysis presented in the Table 5.20 clearly shows that the majority of the learners have been attending the centres ranging from 15 to 16 days in a month.

The impact of the centre among the learners in acquiring the skills like reading, writing, knowledge in the profession, cultivating good habits is positive.

A sign of improvement about the awareness, the status in the society and about family planning is quite satisfactory among the learners after they are taught in the Centre.

It is found from the study that majority of the learners have got enlightenment regarding the economic use of money, sources and availability of loans after attending the centre.

A light has been drawn in the minds of the learners about necessity and influence of education, various reservations among the selected learners.

It is appreciable to note that 80.39 per cent of the learners could know how to affix signatures and 79.41 per cent to read sign boards after they have undergone the course. Ignorance about cleanliness and various
aspects of their daily life have been thrown out after they are being taught in the Adult Education Centres.

Majority of the selected learners i.e., 71.88 per cent have stated that they do not know about the names of the country, district and mandal prior to their attachment to the Adult Education Centres. However, they got awareness after attending the centre.

Matters relating to political awareness such as symbols of political parties, voting age have been known only after attending the centre.

The existence of co-operative societies, public distribution system and the exact prices of the fair-price shop could only be known by them exactly after they are educated in the Adult Education Centre.

74.02 per cent of the learners have stated that they could know the existence of old age pension scheme after they are taught in the centre.

The analysis found in Table 5.31 has led to conclude that the majority of the learners do not know the existence of TRYSEM, Gramodaya even after attending the centre.

It is evident from the study that majority of the learners did not know the existence of various
banking services, but 62.75 per cent of them have stated that they got the idea of the various banks including commercial banks after attending the Centre.

It can be concluded from the preceding pages that the training from the Adult Education Centres roused the awareness of various aspects, fields, institutions among the selected learners.

In the light of the above analysis and interpretations the following suggestions are made for the overall effective and efficient management of the Adult Education Programme.

SUGGESTIONS:

1. No agency has so far organised intensively public meetings explaining the benefits of literacy. Hence public meetings may be organised in villages and the slum areas with the help of local leaders explaining the advantages of literacy and the problems of illiteracy.

2. The door-to-door campaign has not been properly and effectively made by the Government and University agencies to dwell on the aims and objectives of the Adult Education Programme. Therefore, rigorous campaigns may be undertaken by these two agencies in bringing the aims and objectives of the programme.
3. The learners attend the centre with an average of 15 to 16 days per month. So attendance enforcement committees may be constituted with the influential persons as members so as to overcome this problem.

4. To understand the problems of the drop-outs, Instructors may contact the drop-outs individually and friendly relations may be established with the learners through proper counselling.

5. Most of the Instructors have expressed their dissatisfaction with the honorarium that is being paid to them. Therefore, efforts may be taken to enhance the honorarium from Rs. 100 to Rs. 200.

6. It was expressed by most of the learners that they have no idea and knowledge about the development programmes such as IRDP, TRYSEM, and DRDA. It seems some of the Instructors themselves do not have the knowledge of these programmes. Therefore, the Instructors are to be given proper training regarding the developmental programmes.
7. The Supervisors have expressed that they are not appointed on full-time basis in Voluntary Organisations and University projects. It, is therefore, suggested to appoint full-time Supervisors for effective functioning of the Centres.

8. In Government agency the number of allotment of centres is more and hence Supervisors are finding it very difficult to supervise the allotted centres. To make it convenient for effective supervision it is suggested that the allotment of centres is to be reduced from 70 to 30 centres.