CHAPTER - VI

Summary, Findings, Conclusion and Recommendations for Further Research

6.0. Summary

The present investigation was initiated to study the Post-literacy achievements of neo-literates of TLC. For this, two blocks and one municipality were selected from PMT district. A sample of 600 neo-literatees who had completed a two year course in PL circles conducted by the PI/C formed the sample for the study. Data were also collected from the 40 PL circle guides and the 12 BPCs/APCs of the PLC. The tools employed for data collection were structured interview schedules and questionnaires, which were constructed by the researcher and pre-tested. The data thus collected from the 600 neo-literatees, 40 PL circle guides and the 12 BPCs/APCs were analysed using percentages, t-test and one-way analysis of variance test as represented in the fifth chapter. The sixth chapter includes the findings, conclusion and recommendations for future research.

6.1. Findings

Based on the objectives, hypotheses were developed and tested. The results are reported here below.
6.1.2 Difference of the Respondents (Neo-literates)

The hypotheses regarding the differences in the mean scores of the respondents were tested using the analysis of variance (ANOVA) and the following conclusions were derived:

1. There is significant difference in the mean scores of the respondents of different sexes at 0.01 level. Women achieve better than men.

2. There is significant difference in the mean scores of the respondents of different age-groups at 0.01 level. Participants of the age group less than 20 scored higher than the participants of the other two age groups, namely 21 to 35 and above 36.

3. There is significant difference in the mean scores of the respondents of different communities at 0.01 level. Participants belonging to MBC/BC communities scored higher than those belonging to SC/ST.
4. There is significant difference in the mean scores of the respondents of varying occupations at 0.01 level. Self employed participants scored higher than those working in private sector and housewives. Participants working in government sector, land owners, agricultural coolies and self employed scored higher than participants from category 'others'.

There is no significant difference in the case of differential studies on the sub samples based on:

a) marital status
b) religion
c) family size
d) nuclear and joint family
e) annual income
f) timing of Post-literacy circle
g) attendance to Post-literacy circle meetings
h) opinion on Post-literacy circle activities
i) difficulty faced while attending Post-literacy circle
j) guides of different educational levels
k) guides of different communities

l) guides of different occupations

m) project co-ordinators of different educational levels.

6.1.3 Analysis of Free Response Categories

The analysis of the socio-economic characteristics of the 600 respondents revealed that the neo-literates were in the age group of 21-35 years, 381 (63.5%), female dominated, 345 (51.5%). Most of them belonged to the Hindu religion, 463 (79.3%) and nearly half of them to SC and ST community, 282 (47%), with the annual income of less than Rs. 5000, 336 (56%). 463 (77.2%) of the respondents were married, with a family size between 5-6 members, 276 (46%) and belonged to the joint family system, 365 (60.8%). 349 (58.2%) of them were agricultural coolies.

The study revealed that 371 (61.81) neo-literates were provided with the continuing education books and for 176 (29.3) weekly/monthly magazines were provided. The remaining neo-literates were to go with neo-literate newspapers, and literature on development schemes.
From the contents of the prescribed books, 312 (52.2%) were attracted by General stories/Jokes/Comics and 23 (3.8%) were by historical/political books. The others were inspired by pre-natal/post natal care, health & hygiene and first aid/simple medicine.

The books were gone through by 264 (44%) now and then and 137 (22.8%) most frequently. 199 (33.2%) read the books often.

295 (49.5%) neo-literates felt the activities of the PLC were average and 35 (58%) felt them to be very good. 270 (45%) felt they were good.

210 (35%) neo-literates said that the PL circles provided insufficient information on development schemes and 36 (6%) were of the opinion that some of the PL circle guides were inadequate. 86 (14.3%) complained that there was insufficient power supply and accommodation in the PL circle and 85 (14.2%) found it difficult to attend the classes due to inconvenient timing.

One of the important highlights of the findings is that the performance in Post-literacy achievement of women neo-literates is higher than that of men neo-literates. This is an encouraging sign because maximum number of illiterates in our country are women and the women literates are to educate their children. Though the social conditions are not conducive to promote Post-literacy among women, they tend to do their best once a favourable climate is established.
6.1.4. Analysis of PL Circle Guides Responses

The study of the socio-economic, educational and professional characteristics of the 40 PL circle guides revealed that 25 (62.5%) of them were female, in the age-group of 15-35 years, 35 (87.5%), and belonged to the Most Backward Class / Backward Class community, 23 (57.5%). 34 (85%) were Hindus 30 (75%) of the respondents had studied up to 12th standard and 26 (65%) were married. 23 (57.5%) of the circle guides were students.

For 25 (62.5) of the circle guides the PL books / newspapers / magazines provided were sufficient, and for 15 (37.5%) they were not sufficient.

4 (10%) circle guides felt that the neo-literate newspapers were fully utilised and 19 (47.5%) reported they were not utilised at all. The remaining 17(42.5%) said they were utilised.

21 (52.5%) circle guides practised the acquired knowledge and used the teaching aids in the circle, but 19 (47.5%) did not use the same.

All the 40 (100%) PL circle guides taught primer IV, (PL-1) book, and 20 (50%) indulged in news reporting.

The black boards were used by 27 (67.5%) PL circles guides. 8 of them used the black boards well and 17 (63%) just used.
29 (55%) circle guides conveyed the messages on additional population education which included drug addiction, 22 (55%), sex education, 9 (27.5%), awareness about AIDS control, 11 (27.5%) and 13 (32.5%) on inter spouse communications.

15 (37.5%) circle guides felt that the support and co-operation from the Development Departments was average and 13 (32.5%) good, 6 (15%) very good. But 6 (15%) of them reported no co-operation.

The following were the suggestions made by the circle guides for better functioning of PLC:

i) The guides and neo-literates should be given preference in development schemes, 36 (90%).

ii) PLC should be started immediately after TLC, 35 (87.5%).

iii) If the circle guides worked as a team they will be more successful, 32 (80%).

iv) The voluntary agencies in the respective places could be given opportunities to implement the PLC, 27 (67.5%).

v) The guides and neo-literates could be provided special training, 27 (67.5%)

vi) Neo-literate newspapers should be made available, 26 (65%).
vii) Incentives could be provided to the guides, 22 (55%).

viii) More lighting facilities could be provided, 11 (27.5%)

6.1.5. Analysis of the responses of the 12 BPCs /APCs

The analysis of socio-economic, educational and professional characteristics of BPCs/APCs revealed that the Project Co-ordinators were male dominated, 9 (75%), in the age-group of 26-35 years, 6 (50%), belonging to the Hindu religion, 11 (99.7%) and majority 8 (66.7%) of them were married. Most 8 (66.7%) of them were from Most Backward Class/Backward Class Community and were graduates and above, 7 (58.3%). 5 (41.7%) of the Project co-ordinators were unemployed.

6 (50%) Project Co-ordinators were fully satisfied with the PL books, newspapers, magazines etc., but 3 (25%) were not.

Six (50%) Project Co-ordinators were of the opinion that the Government Departments co-operated with them.

2 (16.7%) received full co-operation, but 1 (8.3%) none.

Four (33.3%) felt that the higher level field functionaries were highly supportive, 3 (25%) felt that their support was partial and 5 (41.7%) felt that it was not enough.

5 (41.7%) of Project Co-ordinators were fully involved in the campaign, but 1 (8.3%) was not. 2 (16.7%) were highly satisfied in their involvement.
The following were the problems met by the Project Co-ordinators during PLC:

i) Lack of continuous interest among the neo-literates, 8 (66.7%).

ii) Lack of willingness among circle guides, 7 (58.3%).

iii) Nonavailability of transport facilities for 7 (58.3).

iv) Physical facilities were not available for 5 (41.7%) in the PL circles.

v) Political influence, 2 (16.7%).

Based on the experience of the Project Co-ordinators, the neo-literates preferred story type of PL books. They wanted development programmes which led to economic progress to be given priority. They required special small scale training for the income source. According to them priority in development programmes should be given to women neo-literates.

6.1.6 Implications of the Findings of the Study

Based on the findings of this research study, the following suggestions are given by the researcher to make the PLC more effective.

Programmes in Post-literacy Campaign may include provisions for vocational skill development to make it more functional and help the neo-literates improve their economical status. More graded continuing education books may be published in simple language
and supplied to all PL circles in time.

Priority may be given to development programmes/schemes in the curriculum for the neo-literates and field functionaries. Training input for the guides may be strengthened. Incentives to guides will encourage them to get involved in the campaign enthusiastically and more effectively.

District Education Committee may collect folk stories and folk songs and include them in the reading materials prepared for the neo-literate. Village Education Committees may be formed in all villages and required to collaborate with the agencies that are organising the campaigns and help in monitoring them.

Changes in the content and methodology of teaching may be introduced for those above 21 years of age to better motivate them and secure more involvement and thereby higher achievement.

Need-based curriculum and required changes in the implementation process of the campaign to suit the time and other conveniences of the SC/ST might help to enrol more neo-literates from these groups and also to increase their achievement level.

6.2 Conclusion

The present study is an attempt to study the Post-literacy achievement of neo-literates of TLC. However the fact remains that India has almost half of the world's illiterate population and nearly 50% of them live below the poverty line. Though there is a steady
increase in the literacy rate over the last few years through the launching of various adult education programmes, the rate of relapse into illiteracy is also increasing due to lack of systematic follow-up activity. In India, as also in other countries of the world, Post Literacy Campaigns are not implemented with the same zeal and fervour as the Total Literacy Campaigns. The value and the need of a sense of the mission in the promotion of Post-literacy must be clearly understood.

Post Literacy Campaign helps the neo-literates to apply their newly acquired skills for their daily needs and assists them in acquiring the skills, knowledge and organisational experience for better participation in the development process. It is not enough to make the people literate, but more important is to keep them literate. The PL circle guides and the project coordinators have to play a major role in motivating and sustaining the interest of the neo-literates throughout the PLC. The various development programmes launched by the government to improve the quality of life of the neo-literates will be wasted if they are not properly utilised. The field functionaries involved in the campaign can play a major part in this regard. Mobilization and management strategies must be initiated to enable the neo-literates and PL circle guides to understand that the job is not complete with the imparting of 3 R's, but that the creative energies of the neo-literates need to be released
and sustained to realize their potential to help themselves and achieve self-reliance.

The success of PLC depends upon the organisation running the campaign, the field functionaries namely the PL circle guides and the Project Coordinators, their commitment to the job of promoting Post-literacy for the overall development of the neo-literates.

6.3 Recommendations for Further Research

1. More districts and a larger sample can be taken, so that generalisation can be made.

2. A comparative study of the PLC's can be undertaken, taking the Government and voluntary agencies.

3. An experimental study with a pre-post design can be done to find out the impact of PLC on the neo-literates.

4. Case studies are required to find out how the neo-literate will make distinct influences on the family and community with regard to Post-Literacy leading to development.

5. A study of the organisation and functioning of PLC can be undertaken.

6. PLC and its effect on the school drop-outs, pass outs of the primary schools and Non-formal Education programmes can be studied.

7. A study on the educational needs of the neo-literates and drop-outs of PLC can be undertaken.
6.4 Contributions to and suggestions for more effective implementation of Post-Literacy Campaigns

The study reveals that there is hardly any provision for vocational skill development of the neo-literate in the programmes of post-literacy campaigns. It is therefore recommended that the programmes may include provisions for vocational skill development to make them more functional to help the neo-literate to improve their economic status.

The books supplied to the neo-literate are not graded and mostly contained only stories, jokes and comics whereas the neo-literate are found inspired more by lessons on health and hygiene. It is suggested that the books prescribed may be graded and lessons on health and hygiene and functional aspects of the vocation/occupation of the neo-literate added in the curriculum.

Most of the neo-literate are not fully aware of the development programmes that are being implemented by the government. The curriculum, therefore, should include information about development programmes of the government. The field functionaries may also be given an orientation training on the development programmes.

Involvement of the local community in Post-Literacy Campaigns is very little as revealed in this study. Village Education Committees may be formed and their cooperation sought for the effective implementation of the programmes.

The methodology of teaching seems to be the same for all the age groups of the neo-literate. Mature adults of above 21 years may be involved in the planning and the implementation of the programme and in deciding the curriculum content and in the methodology of transacting the curriculum.