Chapter - V

INTERPRETATION AND DISCUSSION OF RESULTS
INTERPRETATION

As mentioned earlier the first three objectives were exclusively devoted to the construction and standardisation of the test. The details about the construction and standardisation of these tools have been given in Chapter III. The data for the present study was collected with the help of these self constructed tools. The analysis of the data has been carried out along the following lines:-

1) Comparison of adult education beneficiaries on "literacy component" for finding inter and intra-district variations.

11) Comparison of adult education beneficiaries on "Awareness component for finding inter and intra-district variations and comparison of mean scores of adult education beneficiaries on various dimensions of awareness.

111) Comparison of adult education beneficiaries on "Functionality component for finding inter and intra-district variation and comparison of mean scores of adult education beneficiaries on various dimensions of functionality.

A detailed discussion on the analysis of data reported, has been interpreted as per the following arrangement:-

1. Sex Wise Comparison
2. District wise Comparison

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1. Sex Wise Comparison

This comparison has been undertaken in two ways. firstly, that male and female adult education beneficiaries from the whole valley of Kashmir (six districts) with N = 1,198, each case has been compared on the variables of literacy, functionality and awareness. Secondly, the sex wise comparison has been done on district basis as well. A perusal of the table 1.0 to 2.6 (See Chapter IV) reveals:

A quick glance at table 1.0 showing the comparison of two groups of adult education beneficiaries i.e., Male (N=489) and females (n=909) on literacy component. The mean scores of two groups is not statistically significant (t-value = 1.232). However, it is interesting to note that on "Literacy Achievement Test" females have scored higher than males. This clearly indicates the increasing motivation which the females are showing in adult education programme. This motivation is perhaps responsible for better achievements of female beneficiaries on literacy component.

Male and female beneficiaries in each district have been compared on literacy component. Table 1.1-1.6 (See Chapter IV) give the details of Mean scores, S.D.'s and t-values obtained for two groups. Out of six comparisons made for six districts only in two cases the t-value have turned to be statically significant
at .01 and .05 levels respectively. In district Kupwara, it is interesting to note that female beneficiaries have scored higher (Mean score = 217.186) than their male counterparts (Mean score = 209.984). The obtained t-value of 6.31 in table 1.2 is significant at .01 level. In case of district Baramulla, however, the situation appears to be different where male beneficiaries have scored higher. The obtained t-value of 2.45 in table 1.3 is significant at .05 level. In rest of the cases i.e., district Anantnag, Badgam, Pulwama and Srinagar, the mean scores of female beneficiaries have been higher than those of the male beneficiaries. However, the mean difference has failed to arrive at any level of significance.

In the light of the above discussion, the fourth objective (Refer Chapter I) which reads "To compare male and female adult education beneficiaries on literacy component of Adult Education Programme", is realized.

The comparison of male /female adult education beneficiaries on awareness component, has been shown in the tables 1.7 to 2.3 (See Chapter IV). A close examination of table 1.7 reveals, the comparison of two groups of adult education beneficiaries i.e., male (N = 489) and female beneficiaries (N= 709). On awareness component, the mean scores of two groups is not statistically significant (t vale = 1.82). However, both the Interpretation & Discussion of Results
groups i.e., male and female learners on "Awareness Test" have scored approximately equal mean scores i.e., male = 79.90, females = 79.42. This clearly indicates that both the groups are equally aware about the awareness programmes launched through adult education programme.

Male and female adult education beneficiaries have been compared on awareness component, table 1-8-2.3 (See Chapter IV) shows the details of means, S.D.'s and t-values, obtained for two groups of six districts. A close examination of these tables reveals, that out of six comparisons, only one t-value has turned to be statistically significant at .05 levels in district Srinagar comparison. It is interesting to note that in district Srinagar female beneficiaries have scored higher (Mean scores = 80.64) than their male counterpart (Mean score = 80.18) and the obtained t-value of 1.81 is significant at .05 levels. In case of districts Anantnag, Baramulla, Kupwara and Pulwama, the situation is different. In these four districts the male adult education beneficiaries have scored higher than the female adult education beneficiaries, although the mean differences have failed to arrive at any level of significance. This clearly indicates that male adult education beneficiaries in these four districts are showing the increasing motivation on the awareness component of adult education programme. However, in
district Badgam both the groups of male and female adult education beneficiaries have obtained the same score and the obtained t-value of 1.10 has turned statistically non-significant.

Table 2.4 gives the details of mean scores of adult education beneficiaries regarding the various dimensions of awareness component. The dimensions of awareness component of adult education programme were categorized as pre and post-natal care of a child, drinking water, food and nutrition, rights and duties of a citizen, member of any organization, status of women, adoption of family practices and small family norms, social evils, formal schooling, adoption of income generating scheme and linkages with developmental department for job opportunities etc. In case of district Anantnag, both male and female adult education beneficiaries have not scored so high with regard to social evils (M = 4.08, F = 3.35), adoption of I/Gen schemes (M = 7.40, F = 7.29), linkages (M = 3.5, F = 3.2), status of women (M = 4.62, F = 4.61). This indicates that the adult education beneficiaries (male/female) of district Anantnag are not so aware as they should have been. In rest of the dimensions i.e., pre and postnatal care of child (M = 16.7, F = 16.9), drinking water, food and nutrition (M = 17.50, F = 15.58), Rights and duties of a citizen (M = 15.8).

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15.58, \( F = 16.38 \) formal schooling adult literacy \( [M = 8.80, F = 9.4] \) have scored to some satisfactory extent. However in some cases females have scored more than males e.g., formal schooling and adult literacy, females have scored 16.38, which is more than male adult education beneficiaries. This indicates that females are more interested and show greater inclination towards adult education programmes.

In case of district Badgam both male and female adult education beneficiaries have scored better on the dimensions of pre and post natal care of child \( [M = 16.9, F = 17.0] \) while as on drinking water, food and nutrition females \( [M = 169, F = 14.1] \) score less than males, indicates females need more attention vis-a-vis food and nutrition and drinking water programmes. Regarding the dimension rights and duties of a citizen, formal schooling, adult literacy, females have scored \( [M = 14.57, F = 17.81 \text{ (rights and duties of a citizen)}] \) \( [M = 8.73, F = 10.13] \) formal schooling, adult literacy higher than the males, showing their tendency of motivation towards adult education programme and is responsible for better achievement of adult education programme. In rest of the dimensions i.e., status of women adoption of family practice, small family norm \( [M = 6.16, F = 3.7] \) social evils \( [M = 4.10, F = 3.7] \), linkages \( [M = 3.95, 2.77] \) males have scored higher than the females. This may be attributed to the fact that in case
of males there is greater scope for interaction on the dimension adoption of income generating schemes both male and female \( M = 9.8, F = 9.7 \) adult education beneficiaries scored equally.

In district Baramulla, the situation is different. Here both male and female adult education beneficiaries have scored approximately to an equal extent. For example, in case of pre and post natal care of a child \( M = 17.0, 12.23 \) Drinking water, food and nutrition \( M = 12.7, F = 12.23 \) Rights and duties of a citizen \( M = 17, F = 17 \), status of women, family practices, small family norm \( M = 5.60, F = 5.6 \), formal schooling and adult literacy \( 9.9, F 9.8 \), social evils \( M = 3.9, F = 3.9 \) adoption of I/Gen schemes \( M = 10.3, F = 10.5 \) linkages job opportunities \( M = 3.8, F = 3.6 \). The above data reveals that male/female adult education beneficiaries of district Baramulla are equally aware in the various dimensions of the component. However, it appears that the adult education beneficiaries are not showing proper concern for drinking water, food and nutrition, social evil, linkages, status of women etc. This necessitates that adult education beneficiaries of district need more information regarding above dimensions. In case of district Kupwara, it is very interesting to note that both male and female adult education beneficiaries are going hand in hand except in one dimension i.e., pre and post natal care of a child.

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Males scored higher [Males 17.7, Females = 12.8]. This reveals that males are more aware with regard to child care, but females are lagging behind. Whereas in other dimensions like drinking water, food and nutrition [Males = 11.8, Females 11.59] rights and duties of a citizen [Males 16.6, females 16.36] status of women [Male = 5.4, Female 4.8] social evils [Males = 4.0, Females = 4.0] formal schooling [Male = 8.7, Female = 8.29] adoption of income generating schemes [Males 9.1, Females 8.3] linkages [Males = 2.3, Females = 2.8], the adult education beneficiaries are much lower than those of the other districts. The above scores indicate that the adult education beneficiaries of district Kupwara are aware in all the dimensions but not so high as compared to the scores of other districts, e.g. linkages with developmental departments, social evils, status of women the adult education beneficiaries seem to ignorant, but in the rest of the dimensions they are on average and below average levels.

In case of district Pulwama, in one of the dimension viz., formal schooling and adult literacy, males have scored [M= 10.2] higher than females [Females = 6.9]. This makes it clear that males are more aware than females with regard to the concept of adult literacy and formal schooling. On the dimensions like linkages with the developmental departments both male and female adult education beneficiaries have scored [Male

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3.6, Female = 3.4], very low. This means they don't avail the facilities of various governmental schemes. On the dimensions of drinking water, food and nutrition both group of adult education beneficiaries (male/female), scored nearer to the average [Male 13.2 Female 12.9]. This indicates the adult education beneficiaries are not yet so aware regarding the health hazards of drinking impure water, food and nutrition schemes good for health. However, on rest of the dimensions the male and female adult education beneficiaries have scored equally.

In district Srinagar only in two dimensions viz linkages with developmental departments, social evils, adult education beneficiaries scored less, while as in rest of the dimensions both male and female adult education beneficiaries scored satisfactory.

In consideration of the above discussion, the fifth objective (Refer Chapter I) which reads "To compare male and female adult education beneficiaries on Awareness component of Adult Education programme" is realized.

The comparison of male and female adult education beneficiaries has been undertaken on functionality component as well. The results have been tabulated in the tables 2.5-3.1 (See Chapter IV). A quick glance at Table 2.5 showing the comparison of two groups of adult
education beneficiaries i.e., male (N = 489) and female beneficiaries (N = 709) of the valley on functionality component. The mean scores of two groups is not statistically significant (t-value = 0.2220). However, it is interesting to note that after conducting interview for the functionality component, it was found that both male and female adult education beneficiaries were informed to an equal level.

Male and female adult education beneficiaries in each district have been also compared on functionality component. Tables 2.6 to 3.1 give the details of their means, S.D.'s and t-value obtained for two groups. Out of six comparisons made for six districts only four t-values have turned statistically significant at .05 and .01 levels respectively. In district Anantnag, it is interesting to note that female beneficiaries have scored higher, than their males counterpart. The obtained t-value of 3.52 (Table 2.6) (See Chapter IV) is significant at .05 level of significance. In district Pulwama, again the female beneficiaries have scored higher scores equal to 80.85, the obtained t-value of 1.77 (table 3.0) is statistically significant at 0.5 level of significance. In case of district Srinagar, the situation was found to be different, where in male adult education beneficiaries scored higher than their female counterparts (Mean scores M = 81.54 F = 80.59). The obtained, t-value 2.73, is significant at .01 level of significance. In rest of the districts, the dif-
ference of mean scores have failed to arrive at any level of significance and both the groups possess information to an equal extent.

Table 3.2 gives the details of degree of emphasis towards various dimensions of functionality component by the adult education beneficiaries of six districts (See Chapter IV). The dimensions of functionality component have been categorized as:

1) Application of Knowledge;
2) Metric system, currency and unit of time;
3) Adult Education Centers and its benefits;
4) Basic Principles of health and hygiene and
5) Use of new agricultural schemes.

With regard to the dimension application of knowledge both male and female adult education beneficiaries were found almost equal i.e., (Male mean score = 22 Female mean score = 21), but it is interesting to note that in district Srinagar female adult education beneficiaries scored higher than the male adult education beneficiaries (M = 19.9 F = 22.5). It means in district Srinagar female adult education beneficiaries are making use of their literacy skills to make themselves independent. In rest of the districts, the adult education beneficiaries seem to be trying to make use of literacy skills.

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With regard to second dimensions of functionality viz. Metric system, currency unit of time, it is interesting to note that district Anantnag was found ahead in all the components of adult education programme, but IS standing at low ebb in the dimension Metric System, Currency and Unit of time scoring Male = 13.6 Female 14.4 which is lower than the scores of other five districts which are in the range of 18-18.5. This means that the beneficiaries of five districts other than the district Anantnag beneficiaries are making good use of metric system currency and unit of time.

With regard to third dimension of the functionality i.e., adult education centres and its benefits, it has been revealed that male adult education beneficiaries of district Pulwama were the highest on the third dimension of functionality, whereas the female adult education beneficiaries of the same district were the lowest, the remaining adult education beneficiaries from other districts were found to fall within the range of 7-10, which is an average estimation.

With regard to the fourth dimension viz., Basic Principles of health and hygiene, the adult education beneficiaries of district Kupwara were found to score very low [Male 5.3, Female 8.9]; but on the contrary, the females were found scoring more than males, indicating that females try to get acquainted with the
knowledge regarding basic principles of health and hygiene. However, the adult education beneficiaries (male/female) from the remaining five districts did not score so high on the dimension. It means the adult education beneficiaries of the valley in general are not well-versed about this dimension of the Functionality.

With regard to the dimensions viz., use of new agricultural schemes, manures and equipments, the adult education beneficiaries response, from all the six districts seem to be positive to some extent. The adult education beneficiaries (male adult education beneficiaries of district Anantnag scored more Mean score = 20.7), which reveals that male adult education beneficiaries of district Anantnag are more functional with regard to new scientific equipments, manures etc. However, the remaining adult education beneficiaries scored in the range of 17-19. This means they are also utilizing the, benefits of agricultural facilities, new scientific equipments, manures etc.

In view of the above mentioned discussion, the sixth objective, (Refer Chapter I) which reads as "to compare male and female adult education beneficiaries on functionality component of Adult Education Programme" is realized.

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DISTRICT WISE COMPARISON

This comparison has been undertaken in two ways, firstly, in which the adult education beneficiaries of six districts were compared, on literacy, awareness and functionality components. Secondly, male and female adult education beneficiaries from all the districts were compared separately on the three components.

A perusal of table 3.3-3.7 (Chapter IV) reveals, the details of mean scores, S.D.'s and t-values of adult education beneficiaries of district Anantnag vs Kupwara, Badgam, Baramulla, Pulwama and Srinagar districts on literacy component. Out of five intra-district comparisons, only in two comparisons i.e. (district Anantnag vs Kupwara and Badgam district), the obtained t-values of 32.85 and 7.23 are significant at .01 levels respectively. In rest of the three intra-district comparisons, i.e., District Anantnag with district Baramulla, Pulwama and Srinagar, the mean scores have failed to arrive at any level of significance. This clearly indicates that the increasing motivation which the adult education beneficiaries of district Anantnag, Baramulla, Pulwama and Srinagar (mean scores = 241) have towards literacy programme seems to be progressive, as compared to district Kupwara (Mean Scores 214.53). In case of district Badgam, the situation is different, where the adult education beneficiaries (Mean scores = 242.189) are no doubt lower.
achievers, but have tendency and seem to be interested towards the adult education programmes. Therefore, the only district which is lagging behind as compared to district Anantnag, Badgam, Baramulla, Pulwama and Srinagar on literacy component is district Kupwara.

Intra-district comparisons have been made on literacy component of adult education beneficiaries of district Kupwara with the adult education beneficiaries of district Badgam, Baramulla, Pulwama and Srinagar. The tables 3.8-4.1 (See Chapter IV) gives the details of their mean scores, S.D.'s and the obtained t-values. A close examination of these tables reveal that all the four t-values have turned statistically significant at .01 levels respectively. The t-value of district Kupwara on comparison with Badgam, Baramulla, Pulwama and Srinagar are 26.85, 8.79, 42.12 and 43.11 are significant at .01 levels respectively. This implies that district Kupwara with mean scores = 214.53, is lower than the mean scores of other district which is 242.18, (Badgam) 241.08 (Baramulla) 241.25 (Pulwama) and 241.44 (Srinagar). It means that beneficiaries in district Kupwara have less tendency of motivation towards the adult education programme, as compared to district Badgam, Baramulla, Pulwama and Srinagar on literacy component. Besides this, the adult education beneficiaries of district Kupwara also feel inhibitions and accordingly are not exposed so quick through adult
Table 4.2-4.4 (See Chapter IV) show the results of comparisons of the adult education beneficiaries of district Badgam with the beneficiaries of district Baramulla, Pulwama and Srinagar. The mean scores are not statistically significant, t-value being 1.343 (Table 4.2), 1.15 (Table 4.3) and 0.58 (Table 4.4) respectively. However, it is interesting to note that the beneficiaries of district Badgam have scored higher mean scores (Mean Scores = 242.10), than the other three districts, showing the increasing motivation towards the adult education programme which may perhaps be responsible for better achievements of beneficiaries on literacy component. Tables 4.5-4.6 (See Chapter IV) show the intra-district comparisons of district Baramulla with Pulwama and Srinagar districts, giving the details of means, S.D. s and t-values. A close examination of these two tables reveal that, in the two comparison both the t-values, i.e., 0.55 (Baramulla Vs Pulwama) and 1.25 (Baramulla Vs Srinagar) are not statistically significant. However, the difference of mean scores (Baramulla = 241.44, Pulwama = 241.250 and Srinagar = 241.44) implies that the adult education beneficiaries of three district show tendency towards the programme to an equal extent. Table 4.7 shows the comparison of adult education beneficiaries of district Pulwama with the adult education beneficiaries of

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district Srinagar on literacy component; giving the details of their means, S.D. s and the t-values. A close examination of the table 4.7 reveals that the obtained t-value of 0.72295 is not statistically significant. The mean differences (Pulwama = 241.25 and Srinagar 241.44) also implies that both the groups of adult education beneficiaries are showing equal interest towards the programme on literacy.

Tables 4.8-5.3 (See Chapter IV) show comparisons of male adult education beneficiaries of six districts (Anantnag Vs Badgam, Badgam Vs Baramulla, Baramulla Vs Pulwama, Pulwama Vs Kupwara, Kupwara Vs Srinagar and Srinagar Vs Anantnag) giving the details of their mean scores, S.D. s and t-values obtained for six intra-district comparisons. Out of six comparisons only three t-values have turned to be statistically significant at .01 and .05 levels respectively. It is interesting to know that on Literacy Achievement Test male adult education beneficiaries of district Baramulla have scored higher [Mean scores = 241.98] than the male adult education beneficiaries of district Badgam (M = 240.74). The obtained t-value of 2.184 (Table 4.9) is significant at .05 levels. Likewise on intra-district comparison of male adult education beneficiaries of district Pulwama, with the district Kupwara and district Kupwara with Srinagar, have scored higher mean scores = 241.08, 241.16 than the male adult education
beneficiaries of district Kupwara (Male Mean scores = 209.98). The obtained t-values of 43.89 (Pulwama Vs Kupwara) and 36.07 (Kupwara Vs Srinagar) are significant at .01 levels respectively. However, in the rest of the intra-district comparisons, i.e., male adult education beneficiaries of district Anantnag with male adult education beneficiaries of district Badgam (Mean scores = 241.80 and 240.43), the mean scores have remained almost the same, except when male adult education beneficiaries of district Srinagar were compared with male adult education beneficiaries of Anantnag. Male adult education beneficiaries of district Srinagar have scored higher mean scores than the male adult education beneficiaries of district Anantnag. However, the mean differences have failed to arrive at any level of significance in three intra-district comparisons.

Table 5.4-5.9 show intra-district comparison of female adult education beneficiaries of six districts (Anantnag Vs Badgam, Badgam Vs Baramulla, Baramulla Vs Pulwama, Pulwama Vs Kupwara, Kupwara Vs Srinagar, and Srinagar Vs Anantnag). The details of their mean scores, S.D.'s and t-values obtained for six intra-district comparisons have been given in these tables. Out of six intra-district comparisons, only four t-values have turned to be statistically significant at .05 and .01 levels respectively (See Chapter IV, Interpretation & Discussion of Results).
table 5.4, 5.5 5.7 and 5.8). On intra-district comparisons of female adult education beneficiaries of Anantnag with female adult education beneficiaries of Badgam, the obtained t-value of 7.55 is significant at .01 levels of significance. It is interesting to note that on "Literacy Achievement Test" female adult education beneficiaries of district Badgam and Baramulla, the female adult education beneficiaries of district Badgam have scored [Mean Scores = 243.759], higher than that of Baramulla district and the obtained t-value of 2.19 is significant at .05 level of significance. This indicates that the female adult education beneficiaries of district Badgam have greater tendency towards the adult education programme. Similarly on comparison of female adult education beneficiaries of district Baramulla with the female adult education beneficiaries of Pulwama district, have scored higher [Mean scores = 247.355] than the mean scores of Baramulla (mean scores = 240.763) but the obtained t-value of 1.60 have failed to arrive at any level of significance. Likewise on intra-district comparison of Pulwama with the Kupwara and Kupwara with Srinagar (females only) the female adult education beneficiaries of district Kupwara have scored lower [Mean scores = 217.18] than district Pulwama and Srinagar (241.35 and 241.56) respectively, the obtained t-values of 26.38 (Pulwama vs Kupwara) and 32.38 (Kupwara vs Srinagar) and 32.85 (Kupwara vs Srinagar) are significant at .01 levels of signifi-
cance. This shows that adult education beneficiaries of district Kupwara are low on literacy than the other districts. They also seem deprived from various facilities of different developmental programmes etc. Similarly on comparison of female adult education beneficiaries of district Srinagar with the female adult education beneficiaries of district Anantnag, the district Srinagar have scored higher (Mean scores = 240.60) than beneficiaries of district Anantnag (Mean scores = 241.50). However, the obtained t-value of 3.38 has failed to arrive at any level of significance. This makes it clear that female adult education beneficiaries of district Srinagar seem to be more keen towards learning through adult education programme.

In consideration of the above discussion, the seventh objective which reads as "to find out inter-district and intra-district variations on literacy component of Adult Education Programme", is realised.

On awareness component also an intra-district comparison has been made. Table 6.0-6.4 shows, intra-district comparison of district Anantnag with Kupwara, Badgam, Baramulla, Pulwama and Srinagar district on awareness component. A close examination of these five tables give the details of their mean scores, S.D.'s and t-values. Out of five comparisons, only one t-value have turned statistically significant at .01 level of significance. On comparisons of district Anantnag with
Kupwara on Awareness Component, the beneficiaries of district Anantnag have scored higher (Mean scores = 80.97) as compared to beneficiaries of Kupwara (Mean scores 73.22) and the obtained t-value of 20.78 is significant at .05 level of significance. However, it is interesting to know that on other intra-district comparison of district Anantnag with Badgam, Baramulla, and Srinagar, the mean difference, fail to arrive at any level of significance. Although on comparison of Anantnag with Pulwama, the beneficiaries of district Pulwama have been found more aware about the adult education programmes.

Tables 6.5-6.8 shows the intra-district comparisons (See Chapter IV) of district Kupwara with the Badgam, Baramulla, Pulwama and Srinagar on awareness component of adult education programme, giving the details of their means, S.D.'s and t-values of the beneficiaries. A close examination of these tables reveal that on intra-district Comparisons of district Kupwara with the four districts, all the four t-values obtained, have turned significant at .01 levels. The obtained t-values of the four intra-comparisons of 23.67, 20.33, 20.38 and 20.26, clearly indicate that the district Kupwara with the mean scores = 73.22 is lower than the district Badgam (M = 80.68) Baramulla (M = 80.97), Pulwama (M = 81.01), and district Srinagar (M = 80.96). The difference of mean scores reveal that
beneficiaries of district Kupwara being less motivated and are not so well informed on awareness programmes as compared to beneficiaries of other districts.

Intra-district comparison of beneficiaries of district Badgam with those of Baramulla, Pulwama, and Srinagar district have been made on awareness component. The tables 6.9-7.1 (chapter IV) gives the details of their means, S.D.'s and t-values. A close examination of these tables reveals that out of three comparisons, none of the t-values have turned out to be significant. However, it is interesting to know that on comparison of Badgam vs Pulwama on awareness component, the beneficiaries of Pulwama district have scored higher (mean scores = 81.01) than those of district Badgam, indicating that the beneficiaries of Pulwama and Budgam district, although the mean difference fails to arrive at any level of significance.

Intra-district comparison of district Baramulla with Pulwama and Srinagar districts on awareness component has been made. Tables 7.2 and 7.3 (See Chapter IV) give the details of means, S.D.'s and t-values. On awareness component, the beneficiaries of Pulwama district score higher [Mean scores = 81.01] than the beneficiaries of Baramulla [Mean scores = 80.97]. However, the difference of mean scores fail to arrive at any level of significance. This confirms that the beneficiaries of Pulwama district are more aware and...
more informed in awareness programmes than the benefi-
ciaries in the rest of the districts.

The comparison of adult education beneficiaries of
district Pulwama with district Srinagar on awareness
component has been made. Table 7.4 (See Chapter IV)
gives the details of their Mean's, S.D. s and t-value
of the beneficiaries. A close examination of the table
7.4 reveals that the obtained t-value of 0.15 fails to
arrive at any level of significance. However, it is
very interesting to know that mean scores of two dis-
tricts differ from each other. This makes it obvious
that the beneficiaries of district Pulwama are more
aware than the beneficiaries of district Srinagar.

Table 7.5-8.0 shows intra-district comparison of
male adult education beneficiaries of six districts
(See Chapter IV) (Anantnag Vs Badgam, Badgam Vs Bara-
mulla, Baramulla Vs Pulwama, Pulwama Vs Kupwara, Kup-
war a Vs Srinagar and Srinagar Vs Anantnag) giving the
details of their means, S.D. s and t-values obtained
for six comparisons. Out of six intra comparisons only
four t-values have turned to be statistically signifi-
cant at .01 and .05 levels. It is interesting to note
that male beneficiaries of district Anantnag and Bara-
mulla when compared with district Badgam, district
Anantnag and Baramulla have scored higher [Mean scores
(Anantnag = 81.15, Baramulla = 81.27] than the mean
scores of Badgam district (80.54) and the obtained t-
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values of Anantnag vs Badgam (2.97), Badgam vs Baramula (2.37) have turned statistically significant at .01 level and .05 levels respectively. Thus it is obvious that on "awareness dimension" male beneficiaries of district Anantnag and Baramulla are more informed on awareness programmes of adult education package. On Comparison of district Pulwama with Kupwara the male beneficiaries of district Pulwama (mean scores = 81.38) and Srinagar (80.18) have scored higher mean scores than district Kupwara (73.76). The obtained t-values of district Pulwama with Kupwara is 16.15 and that of Srinagar district are leading ahead, on "awareness component" than the male beneficiaries of Kupwara which seem to be less aware. This makes it obvious that beneficiaries of Kupwara district is lagging behind. In rest of the Comparisons that is Baramulla with Pulwama, mean differences have failed to arrive at any level of significance. Likewise on intra-district comparison of District Srinagar with Anantnag (male beneficiaries), on awareness the male beneficiaries of district Srinagar have scored higher (Mean scores = 81.15) than the district Anantnag (Mean score = 80.18). This reveals that male beneficiaries of district Srinagar are more aware about awareness programmes and show tendency towards adult education programmes. However, the mean difference fails to arrive at any level of significance.

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Table 8.1-8.6 shows intra-district Comparisons of female beneficiaries of six districts (see Chapter IV) (Anantnag Vs Badgam, Badgam Vs Baramulla, Baramulla Vs Pulwama, Pulwama Vs Kupwara, Kupwara Vs Srinagar and Srinagar Vs Anantnag) giving the details of their mean s, S.D. s and the obtained t-values for six comparison. Out of six intra—district Comparisons only two t-values have turned to be statistically significant at .01 levels respectively. However, it is interesting to note that on awareness component test, female adult education beneficiaries of district Baramulla have scored higher than the female adult education beneficiaries of district Kupwara (mean scores = 74.78) which is lower than that of beneficiaries of district Baramulla is 80.57. Again on awareness test, the beneficiaries of district Kupwara are again lagging behind (Mean = 73.22). This is lower than that of district Srinagar (M = 81.21). This reveals that female beneficiaries of district Kupwara have less tendency towards the adult education programme and are so not aware about the awareness programmes. The obtained t-value of 34.85 (Pulwama Vs Kupwara) and 22.96 (Kupwara Vs Srinagar) have turned statistically significant at .01 level respectively. However, it is also interesting to note that on awareness component, female beneficiaries of Srinagar district are more aware than the female beneficiaries of district Anantnag (Mean scores = 81.21) higher than district Anantnag (Mean =

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but the mean difference fails to arrive at any level of significance.

In view of the above discussion, the eighth objective which reads as "to find out inter-district and intra-district variations on Awareness Component of Adult Education programme" is realised.

On functionality component also intra-district Comparisons has been made. Tables B.7-9.1 show intra-district Comparison of district Anantnag vs Kupwara, Baramulla vs Badgam, Pulwama and Srinagar on functionality component test. These tables give the details of their mean scores, S.D. s and t-values. A close examination of these tables reveal that out of five intra-district Comparisons only two t-values have turned statistically significant at .01 and .05 levels respectively. On intra-district comparison of district Anantnag with Kupwara and Badgam, the beneficiaries of district Anantnag have scored (mean scores = 81.12) higher than district Kupwara (Mean scores = 74.80) and district Badgam (Mean scores 80.76). The obtained t-value (Anantnag vs Kupwara) of 21.38 is significant at .01 level and the obtained t-value of 2.24 (Anantnag v/s Badgam) have turned significant at .05 levels. However, the situation is different in rest of the districts, except in case of district Anantnag vs Pulwama, the beneficiaries of district Anantnag have scored higher (Mean Score = 81.12) than district Pulwa-
ma (Mean score = 81.12). However, the mean difference has failed to arrive at any level of significance. This indicates that beneficiaries of district Anantnag are higher on application of their knowledge and information.

Tables 9.2-9.5 (See Chapter IV) shows the comparisons of district Kupwara with Badgam, Baramulla, Pulwama and Srinagar districts on functionality component test. The tables 9.2-9.5 gives the details of their mean scores, S.D.'s and obtained t-values. A close examination of these tables reveal that out of four-intra-district comparisons, all the four t-values have turned statistically significant at .01 level respectively. In intra-district comparison of district Kupwara with Badgam, Baramulla, Pulwama and district Srinagar, the obtained t-values of 18.05, 21.23, 17.07 and 21.34 are significant at .01 level of significance. On Comparison of Kupwara with the four districts on functionality component, the beneficiaries of Kupwara district have scores lower (Mean = 74.86) than the rest of the districts, (Mean score Badgam = 80.70, Baramulla mean score = 81.07, Pulwama mean score = 90.90, Srinagar mean score = 81.09). This clearly indicates that beneficiaries of district Kupwara is not so higher in any of the dimension of functionality component and seem less informed towards adult education programmes.

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Tables 9.6-9.8 (See Chapter IV) show the intra-district comparison of district Badgam with Baramulla, Pulwama and Srinagar districts on functionality component. The tables give the details of their mean scores, S.D.'s and t-values. A close examination of the tables reveal that out of three intra-district comparisons, three t-values have turned to be statistically significant at .05 levels respectively. While comparing beneficiaries of district Badgam with Pulwama, the mean difference has failed to arrive at any level of significance. Obviously, the beneficiaries of district Baramulla and seem to have benefitted through adult education programmes and are accordingly making use of it through various developmental programmes.

Tables 9.9 and 10.00 (See Chapter IV) show the intra-district comparison of district Baramulla with Pulwama and Srinagar district on functionality component. The tables give the details of their mean scores, S.D.'s and t-values. Out of two intra-district comparisons both the t-values have failed to arrive at any level of significance. While comparing adult beneficiaries of district Baramulla with Pulwama and Srinagar district, the beneficiaries of district Pulwama have been found to score (Mean scores = 80.90), than the district Baramulla (Mean scores = 81.07) and district Srinagar (Mean scores = 81.09). It indicates that the adult education beneficiaries of Srinagar district and
Baramulla are benefitted through the adult education programmes.

Table 10.1 (See Chapter IV) shows intra-district comparison of beneficiaries of Pulwama and Srinagar on functionality component. The tables provides details of their mean scores, S.D. s and t-values. A close examination of the table 10.1 reveals that the obtained t-value of 0.8033 failed to arrive at any level of significance. It is interesting to note that the beneficiaries of district Srinagar have scored higher (Mean score = 81.09) than the mean score of district Pulwama (Mean score = 80.90). It indicates that the adult education beneficiaries of district Srinagar make the use and application of adult education programmes and probably is responsible for the better achievements of the programme. However, the mean difference fails to arrive at any level of significance.

Tables 10.2-10.7 (See Chapter IV) show the intra-district comparisons of male adult education beneficiaries of six districts, (Anantnag Vs Badgam, Badgam Vs Baramulla, Baramulla Vs Pulwama, Pulwama Vs Kupwara, Kupwara Vs Srinagar and Srinagar Vs Anantnag) on functionality component. The tables give the details of their mean scores, S.D.'s and the obtained t-values out of six intra-district comparisons, only two t-values have turned to be statistically significant at .01 levels respectively. Male beneficiaries of Baramulla
have scored higher (Mean score = 81.07) than that of district Badgam. It makes clear that the male beneficiaries of district Baramulla are making use of literacy skills in a better way, than the male beneficiaries of district Badgam. However, the difference of mean scores has failed to arrive at any level of significance. Like wise the male beneficiaries of district Baramulla have scored higher (Mean scores = 81.07) than district Pulwama, (Mean scores = 80.55). However, the mean difference fails to arrive at any level of significance. It is also interesting to note that the male beneficiaries of district Pulwama and Srinagar have scored (mean scores Pulwama = 80.55 and mean scores Srinagar = 81.54) higher than that of district Kupwara (Mean scores = 74.97). The obtained t-value of 8.27 (Pulwama Vs Kupwara) and 10.23 (Kupwara Vs Srinagar) have turned statistically Significant at .01 level respectively. This reveals that male beneficiaries of district Kupwara are not making use of literacy skills in a systematic way and feel inhibitions while joining the adult education centres; while as male beneficiaries of district Srinagar and Pulwama are in a position to utilize the same in other way. Similarly while comparing male beneficiaries of district Anantnag with male beneficiaries of Srinagar on functionality component, the male beneficiaries of district Srinagar seem to be more aware and applying the literacy skills in their day to day lives. However
the mean difference fails to arrive at any level of significance.

Table 10.8-11.3 (See Chapter IV) show the intra-district comparison of female adult education beneficiaries on functionality component. The above tables give the detail of their mean scores, S.D.'s and t-values for six district comparisons. Out of six intra-district comparisons, only three t-values have turned statistically significant at .01 levels. While comparing the female beneficiaries of district Kupwara with the female beneficiaries of district Pulwama and Srinagar, the district Kupwara was found to score low (Mean scores = 74.70) than that of district Srinagar (Mean scores = 80.95) and district Pulwama (Mean scores = 81.33) on functionality component. This reveals that the female beneficiaries of district Pulwama and Srinagar are utilizing their literacy skills. The obtained t-value of 18.57 (Pulwama Vs Kupwara) and 21.96 (Kupwara Vs Srinagar) are significant at .01 levels respectively. Hence the female beneficiaries of district Kupwara seem to be lagging behind in the adult education programmes. Likewise it is interesting to note that female beneficiaries of district Anantnag have scored higher (Mean scores = 81.389) than that of female beneficiaries of district Srinagar (Mean scores = 80.95) on the functionality component. A close examination of the table also reveals that the female bene-

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ficiaries of district Anantnag are well versed in their literacy skills utilizing it in a systematic order and show greater motivation towards adult education programmes; the obtained t-value of 2.50 is statistically significant at .01 level. The mean difference in rest of the districts have failed to arrive at any level of significance.

In view of the above discussion, the ninth objective (Refer chapter I ) which reads as "to find out inter-district and intra-district variations On Functionality Component of Adult Education Programme", is realised.

With regard to interpretation of results made above for the purpose of present study it is established that there are no significant differences between male and female beneficiaries of adult education programme of the valley, on literacy, awareness and functionality component. However, the mean difference favours female beneficiaries on literacy and functionality components and male beneficiaries on awareness component.

DISCUSSION OF RESULTS:

The interpretation of the results as shown in the foregoing pages has enabled the present investigator to discuss the main inferences and formulate certain conclusions accordingly. It has been found that the beneficiaries of Adult Education Programme irrespective of their sex have made a use of the programme.
The study has revealed that in the adult education package main stress was given to promotion of literacy (Reading, writing and numeracy) while the two other components namely awareness and functionality were not properly taken care off. The instructors stated that they teach 3Rs extensively and impart very little information about components of Awareness and Functionality.

The local committee participation as envisaged in the scheme was linked to papers only. There were committees at district levels, tehsil level, but their meetings were hardly held and as such there was no participation of the people in the running of the programme. In various centres monitoring and evaluation was not systematic and regular supply of teaching-learning material was irregular and inadequate. Absence of post-literacy and follow-up programme was the main hurdle of the programme. Training of adult education instructors was the most neglected area. As regards the attendance of adult education beneficiaries and their achievement, the adult education beneficiaries who had the highest attendance performed exceedingly well.

In the component of literacy, the majority of adult education beneficiaries acquired skills of reading simple words and small sentences. The majority of adult education beneficiaries were able to read and write their names and in some cases their addresses.
also. Only a few adult education beneficiaries had attained the fluency in reading and writing and computing basic arithmetic. In numeracy component, adult education beneficiaries were able to identify number and were able to comprehend additions, subtractions of some subtractions of small numbers. With regard to functionality component the adult education programme has succeeded to a large extent in educating the adult education beneficiaries in banking functions, need for saving. With reference to government implemented schemes, agricultural facilities and their use, a small section of the people derived benefit. About 40-50% fared well in the metric system, currency, unit of time etc. in the field of functional knowledge. The level of Awareness among adult education beneficiaries with reference to different dimensions viz. diseases and their control, social evils like early marriage, dowry etc. in the far-flung areas was not so high. It was either average or below average.

In case of literacy component vis-a-vis Reading, Writing and numeracy the adult education beneficiaries response was found equal to some extent, except district Kupwara which was at a low ebb as compared to other five districts. The adult education beneficiaries of district Anantnag appears next to learner district Srinagar on literacy component. However, the district Badgam is also putting its efforts towards literacy programme and same in the district Pulwama also.
The various dimensions of Awareness at district levels varied from district to district. With reference to pre and post-natal care of a child, rights and duties of a citizen it was found that the adult education beneficiaries of district Baramulla and Pulwama were found higher followed by other four districts. On the dimensions of "Food and nutrition" beneficiaries of district Anantnag were found to be on higher side followed by district Srinagar and Badgam. In rest of the districts i.e. Pulwama, Baramulla and Kupwara, the adult education beneficiaries were not found to score so high. Regarding the remaining dimensions i.e. small family norm, social evils, formal schooling, adoption of income generating schemes and linkages with developmental departments the adult education beneficiaries of all the districts were possessing low level of Awareness.

The adult education beneficiaries achievement with regard to different dimensions of functionality also varied from one district to other district. Regarding metric system, currency, unit of time and basic principles of health and hygiene, it was found that the beneficiaries of six districts possessed information to an equal extent. Regarding adult education centres, use of new agricultural schemes, manures and equipment, the adult education beneficiaries of district Badgam and Srinagar were found to possess little information.
where-as in case of district Baramulla and Pulwama, the beneficiaries were only informed on the dimension of use of new agricultural schemes and were found to be less informed about adult education centres and its benefits. Regarding the application of knowledge, the adult education beneficiaries of district Anantnag and Pulwama were found to be on higher side followed by beneficiaries of district Srinagar, Baramulla and Badgam.

These results are in line with the result of earlier studies conducted in the field (Parikh, 1985; Nimbalkar, 1985; Gode, 1987). Parikh (1985), has revealed that for increasing Awareness about adult education programmes, it is suggested that the news media should be used in wider and more effective forms. Mass mobilization campaigns should be organized. Nimbalkar (1985) has shown that majority of beneficiaries had achieved ability to read and write alphabets and sentences fairly well. Gode M.A. (1987) has found that teaching skills were not only understood but also appreciated by the beneficiaries. Use of material relevant to life and felt needs made learner’s knowledge functional.

While comparing male and female adult beneficiaries within each district it was found that out of eighteen comparisons made for the purpose (six comparisons for each district) only in seven cases the mean

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differences were significant on literacy, Awareness and functionality components. It was found that male beneficiaries of district Baramulla are higher on literacy and Awareness components than their female counterparts. The results also revealed that the female beneficiaries of district Badgam were found higher on Awareness and functionality components. However, the majority of the beneficiaries (both male and female) showed inclination towards literacy component as compared to Awareness and functionality components. Besides, the results have also revealed that the female beneficiaries of rural areas seem more interested than urban areas. Patil, S.P. (1985) has also found that reading preferences of adult men and women neo-literates were different in different areas. Their preferences were highly influenced by the local environment. Significant differences were noted between reading needs of men adult neo-literates belonging to different geographic background, of women adult neo-literates belonging to different geographic areas and of men and women adult education beneficiaries belonging to different geographic areas and of men and women adult education beneficiaries belonging to same demographic background.

A comparison among beneficiaries belonging to six districts, was made on literacy, Awareness and functionality components. Out of fifteen comparison made
for literacy component, only in six cases mean differences have been found significant (Anantnag Vs Kupwara, Anantnag Vs Badgam, Kupwara Vs Badgam, Kupwara Vs Baramulla, Kupwara Vs Pulwama, and Kupwara Vs Srinagar). Likewise on awareness component, in five cases mean differences have been found significant (Anantnag Vs Kupwara, Kupwara Vs Badgam, Kupwara Vs Baramulla, Kupwara Vs Pulwama and Kupwara Vs Srinagar.) Similarly on functionality components, only in eight cases mean differences were found significant out of fifteen comparisons (Anantnag Vs Kupwara, Anantnag Vs Badgam, Kupwara Vs Badgam, Kupwara Vs Baramulla, Kupwara Vs Pulwama, Kupwara Vs Srinagar, Badgam Vs Baramulla and Badgam Vs Srinagar). The above results are in line with the results shown by the earlier studies (Ganguli, Fathak and Mirza 1983; Ganguli et al, 1984), Ganguli et al (1983) in their studies found that the overall achievement of adult education beneficiaries on awareness and functionality components was far less than that on literacy component. The present study has shown that achievement in functionality component is lower than that of literacy and awareness. Therefore, it is important that greater attention is paid towards functionality aspect of the programme.

Applying the sub group analysis a comparison was made by controlling the sex, by way of comparing male beneficiaries from one district with male beneficiaries
of other districts and also female beneficiaries of one district with the female beneficiaries of other six districts. This type of analysis resulted in twelve comparisons for each component. The results showed the same trend as was obtained in district wise comparison.

The above results are in line with the earlier studies conducted by Mariappan et al (1981); Mishra, N. (1986). Their studies have shown that the adult education beneficiaries had learnt to read and write and not much attention was paid either to functional upgradation or to elevating the level of social consciousness. Mishra in his study (1986) has found that the teaching of 3Rs was dominant in the adult education centres. The curriculum was not properly related to the life and needs of the adult education beneficiaries. Lack of exposure to T.V., Radio and film shows could not prompt them to join adult education centres. From the above results it is clear that some modifications in curriculum (teaching learning materials) are needed everywhere to make the follow-up programme more effective.

The district wise comparison made on various dimensions of awareness and functionality components has shown that the achievements of beneficiaries on various dimensions of awareness and functionality varied from district to district. Regarding the dimensions viz. linkages with the developmental departments, adoption of income generating schemes, social evils,
formal schooling, food and nutrition etc., the beneficiaries were not possessing satisfactory level of information. Similarly on functionality component, the beneficiaries were not possessing information to an satisfactory extent.