CHAPTER VI

Summary, Conclusions and Recommendations

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6. Summery, Conclusions and Recommendations

Summary of the study contains introduction, review of literature, perspective of the problem, method of investigation, the major findings of the study, recommendations and suggestions for further research.

6.1 Introduction

The realization that educational process, both formal and non-formal systems, constitute an important means of achieving rapid economic and social transformation, led the planners of modern India to assign primary role to education. However, in the initial stages, education was equated with formal system of education because it was thought that the universal primary education can be achieved through formal system of education. Further, it was clear that a good proportion of illiterate population crossed the school-going age. Thus, it has led to gradual realization for urgent need for mass literacy and the focus was on adult education programmes. The efforts of formal and non-formal education systems resulted in gradual increase in literacy rate from 5.35 per cent in 1901 to 74.04 per cent in 2011. This also reflected in the budget allocation made in each plan period starting from a modest budget of about Rupees Five crores during the First Five Year Plan to an allotment of 6000 crores during 11th plan is a tremendous leap.

However, when we look from the international perspective, the problem of illiteracy is very high in India. According to the UNESCO, there are around 759 million illiterate adults in the world. It was noted that India has highest number of illiterates (287 million) having more than 37 percent of illiterates in the world.

The concept and scope of adult education have changed over time and space. Similarly, the aim and approach of adult education also vary from country to country depending upon the specific needs and the particular aspects emphasized. For example, the aim of Adult Education in China is to make every worker an educated, cultured communist citizen. In the United States, the goal of Adult Education programme is to broaden the range of instructional sequence for adults, in order to provide something that will be of interest to everyone.
In India, the focus of adult education was to impart basic literacy because of high illiteracy. Elimination of illiteracy has become one of the major concerns of India since independence. An ambitious Social Education programme was launched in the First Five Year Plan and was integrated with Community Development Programme under Second Five Year Plan. During the above period, several significant programmes at the State and National levels were launched. There were specific target oriented programmes as well. Out of the experience gained from the realization of the short comings of these programmes crystallized into National Adult Education Programme. After implementation of the programme for a decade, the Government of India realized the limitations of programme in terms of coverage and mobilisation of people. Taking the experience of Ernakulam in Kerala State, Government of India changed the approach of literacy programmes to that of a campaign mode. Total Literacy Campaigns (TLCs) were launched by taking the district as a unit and implemented in nearly 500 districts in the country. Over a period of time, the concept of TLC got diluted and campaign strategy failed to achieve the results as expected. The Government has further reviewed and revamped the programme and named it as Saakshar Bharat (SB) programme.

Andhra Pradesh is one of the low literacy states in the country, where all the national level adult education programmes were implemented. Besides the national programmes, the state has designed and implemented two literacy programmes viz., Akshara Mahila in West Godavari District and Akshara Sankranti in the entire state.

Various studies have been conducted on different aspects of Adult Education Programmes. The studies mainly focused on specific programmes, studying their achievements in terms of persons made literate. But, there are a very few comparative studies analyzing various approaches under different literacy programmes viz., NAEP, TLC, Akshara Mahila and Akshara Sankranthi.

Keeping in view the dearth of research on different aspects of adult education programmes, the present research entitled ‘A Study of the approaches adopted in Adult Education Programmes implemented in Andhra Pradesh with particular reference to West Godavari district’ was taken up by the researcher. The study was intended to find out the different approaches and their operationalisation at micro level in last 30 years i.e., from 1978 to 2008. West Godavari District of AP was purposively selected as the two national programmes (National Adult Education
Programme and Total Literacy Programme) one State level programme (Akshara Sankranti) and one first level programme (Akshara Mahila) were implemented in West Godavari.

The study has critically analysed different approaches and strategies adopted in implementing the adult education programmes in Andhra Pradesh with particular reference to West Godavari District.

6.2 Objectives of the Study

The main objective of the study is to understand the approaches that are followed in adult literacy programmes and analyze the relative merits and constraints of different approaches adopted in those programmes in Andhra Pradesh with particular reference to West Godavari district. The specific objectives of the Study are:

- To identify the positive and negative aspects of NAEP, TLC, AMP, ASP as perceived by the respondents
- To analyse the response patterns of the sample on positive and negative aspects of NAEP, TLC, AMP, ASP based on personal variables
- To assess the relative merits (positive aspects) and constraints (negative aspects) of the approaches adopted in NAEP, TLC, AMP, ASP in terms of administration, pedagogy, motivation and financial aspects of implemented in the selected district.
- To draw the inferences relating to the best practices to be adopted for future programmes on selected areas i.e., administration, pedagogy, motivation and finances.

6.3 Hypotheses of the study

Based on the above objectives, the following hypotheses were formulated for the purpose of the study.

1. The sample do not differ significantly in their perceptions of different aspects (Administrative, Pedagogy, Motivational and Financial Aspects) of the selected programmes (NAEP, TLC, AMP and ASP) in terms of personal variables (Gender, Age and Experience).
2. The sample do not differ significantly in their perceptions between the Positive aspects of Administration, Pedagogy, Motivation and Finance of each selected programme in terms of personal variables (Gender, Age and Experience).

3. The sample do not differ significantly in their perceptions between the Negative aspects of Administration, Pedagogy, Motivation and Finance of each selected programmes in terms of personal variables (Gender, Age and Experience).

6.4 Methodology

The study is conducted in West Godavari District of Andhra Pradesh. The district was selected as this district implemented all the approaches followed in literacy programmes. Further, the district was considered as one of the best adult education programme implementation district and got national award for its commendable performance in adult literacy during the decade 1991 to 2001. Four programmes conducted in the district, National Adult Education Programme, Total Literacy Campaign, Akshara Mahila and Akshara Sankranti were taken for indepth analysis. The first two programmes are designed at the national level and implemented jointly with the state and district administration. The third one is conceived and implemented by the district administration on its own. The last one is planned and executed by the state government.

Methodology used in social science research was followed in the study. It is designed and conducted by adopting the usual research methods. The sources of data are both primary and secondary. Primary data was collected through questionnaire, focused group discussions, individual interviews and case studies. The data were collected from village to state level.

In order to fulfill the set objectives, the present study adopted a mix of both quantitative and qualitative research instruments. The study needed more intensive and in-depth understanding, so tools like semi structured questionnaires, focus group discussions (FGDs) were used for collecting the data. Similarly observation and participation in the review meetings of the programme implementation helped in forming the opinions with regard to the functioning of the programme.

The sample consists of adult education functionaries such as Preraks, Mandal Literacy Organisers, Supervisors, Project Officers and Deputy Directors at the district level. About 526 functionaries in various categories became the sample of the study.
As discussed in chapter V, the sample varied from programme to programme. It was 18 under NAEP, 115 from TLC, 189 from AMP and 204 from ASP.

Data collection for the study was carried out between the periods from July to December 2009. Since the study is comparative in nature, data were collected from different sources spanning a period of thirty years, i.e., since 1980. Primary data were collected from the functionaries of adult education programmes on various issues of implementation of the programmes. Focus group discussions were held with key functionaries at the State and district level. The data from the FGDs helped in identifying key issues involved in understanding the research problem. Further, Key informant interviews helped in identifying the problems involved in the implementation of the programme and offered insights. Data were also collected from functionaries of adult education who worked in the selected literacy programmes. It covered various aspects of each literacy programme. This has facilitated to look at different views expressed by the respondents based on their age, qualifications and experience.

Qualitative data collected through interviews, focus group discussions were analyzed with excel spreadsheets and SPSS package. Number of tables were generated on each aspect of the study. The data was interpreted by using percentages. Simple bipartite tables were generated to establish the relationship between different aspects like gender, age and experience.

6.5 Major Findings

The areas of Administration, Pedagogy, Motivation and Finance of the selected programmes viz., NAEP, TLC, AMP and ASP, as perceived by the respondents and their significance level, the major findings of the study, are given below under each aspect:

6.5.1 Administrative Aspects

1. Five aspects of administration under NAEP were perceived as positive and three aspects as negative by the respondents based on gender, age and experience. The positive aspects, which are perceived by more than 50 per cent of the respondents, include: Direct implementation by the Government, Project is a viable administrative unit, Clear guidelines, one responsible person at Project level and Clear demarcation of role of NGOs. Similarly, the
negative aspects are: No role to the district administration, Delay in release of funds and No specific targets to achieve. However, there was no significant difference between the positive and negative aspects and the personal variables viz., Gender, Age and Experience.

2. Two aspects of administration under TLC were perceived as positive by more than 50 per cent of respondents based on gender, age and experience. The positive aspects include: Autonomy in implementation and Total involvement of district. No aspect was perceived as negative by more than 50 per cent of the respondents. Further, there was 5% level of significant difference between the positive and negative aspects of Administration and Age of the respondents.

3. Only one aspect of administration under AMP was perceived as positive and two aspects as negative by more than 50 per cent of the respondents. The positive aspect was the Existing administrative structure and the negative aspects include: No functional committees and Limited involvement of district administration. However, there was no significant difference between the positive and negative aspects of administration and the personal variables.

4. Only one aspect of the administration under ASP was perceived as positive by the respondents based on gender, age and experience. The positive aspect of programme that it was a State designed programme with flexibility and no significant negative aspect was found. Further, there was no significant difference between the positive and negative aspects of administration and the personal variables.

6.5.2 Pedagogical Aspects

1. About three aspects of pedagogy under NAEP are perceived as positive and two aspects as negative by the respondents based on gender, age and experience. The positive aspects include - Scientifically developed primers, Systematic training to all functionaries and 21 days training to volunteers. The negative aspects are Sentence method was not suitable and Long duration of the course. Further, there was no significant difference between the positive and negative aspects of Pedagogy and the personal variables viz., Gender, Age and Experience.
2. Three aspects of pedagogy under TLC are perceived as positive and two aspects as negative by the respondents based on gender, age and experience. The positive aspects include: Primers developed locally based on the GOI guidelines, Combination of word and sentence method and village level training. The negative aspects are: Difficulty with IPCL method and Ad hoc or no training to functionaries. However, it was noted that there was significant difference between the positive and negative aspects of Pedagogy and Age and Experience.

3. Six aspects of pedagogy under AMP are perceived as positive and one aspect as negative by the respondents based on gender, age and experience. The positive aspects are: Locally developed Primers, Separation of reading and writing, Alphabetic word method, Village level training, Handholding six days training and Integration of training and monitoring. The negative aspect was 'Low Educational Level of volunteers. However, it was noted that there was no significant difference between the positive and negative aspects of Pedagogy and all the personal variables (Gender, Age and Experience).

4. About four aspects of pedagogy under ASP are perceived as positive and one aspect as negative by the respondents based on gender, age and experience. The positive aspects include - Locally developed Primers with state approval, Alphabetic method, Systematic training to functionaries and village level training. But the aspect viz., No uniform education levels of volunteers was noted as negative.

6.5.3 Motivational Aspects

1. Only one aspect of motivation under NAEP was perceived as positive and two aspects of motivation as negative by the respondents based on gender, age and experience. The positive aspect was 'the direct interaction with learners' and the aspects such as no motivation and mobilisation component and no publicity campaign were noted as negative. Further, there was no significant difference between the positive and negative aspects of Pedagogy and the Personal variables viz., Gender, Age and Experience.

2. Only one aspect of motivation under TLC was perceived as positive and one aspect of motivation as negative by the respondents based on gender, age and experience. The positive aspects included motivation and the negative aspect
was too much focus on publicity. However, it was noted that there was no significant difference between the positive and negative aspects of motivation and all the Personal variables (Gender, Age and Experience).

3. Only one aspect of motivation under AMP was perceived as positive and no aspect of motivation was perceived as negative by the respondents based on gender, age and experience. The positive aspect included motivation and mobilisation component and it was noted that there was no significant difference between the positive and negative aspects of motivation of AMP and all the Personal variables (Gender, Age and Experience).

4. About four aspects of motivation under ASP were perceived as positive and two aspects of motivation were perceived as negative by the respondents based on gender, age and experience. The positive aspects included motivation, Involvement of district administration, Mass campaign and Wall writings whereas two negative aspects in motivation were, Limited funds and not as enthusiastic as TLC. However, it was noted that there was no significant difference between the positive and negative aspects of motivation of ASP and all the Personal variables (Gender, Age and Experience).

6.5.4 Financial Aspects

1. One aspect of Finance under NAEP was perceived as positive and one as negative by the respondents based on gender, age and experience. The positive aspect was allotment of regular budget whereas delay in releases was the negative aspect. However, the null hypotheses for Financial Aspects of NAEP, Positive aspects and Negative aspects of three personal variables (Gender, Age and Experience) were found to be not significant.

2. One aspect of Finance under TLC was perceived as positive and one as negative by the respondents based on gender, age and experience. The positive aspect was Direct funding and the aspect 'No financial incentives to the volunteers' was negative. But, the null hypotheses for Financial Aspects of TLC, Positive aspects and Negative aspects of Finance and the three personal variable (Gender, Age and Experience) were found to be not significant.

3. All the three aspects of finance under AMP were perceived as positive and no aspect was perceived as negative by the respondents of Personal variables viz., gender, age and experience. The positive aspects included, Local initiative,
Self-help and voluntary programme. However, it was noted that there was no significant difference between the positive and negative aspects of motivation of ASP in all the personal variables (Gender, Age and Experience).

4. Two aspects of finance under ASP were perceived as positive and one as negative aspect by the respondents of Personal variables viz., gender and experience. The positive aspects include, State Initiative and Total funding by the State and the negative aspects include, low per learner cost and No incentive to the Instructors. However, it was noted that there was significant difference between the positive and negative aspects of motivation of ASP and the two personal variables (Age and Experience).

6.6 Recommendations

Based on the findings of the study, the following recommendations, relating to the aspects of Administration, Pedagogic, Motivation and Finance are made:

1) The projects, which are viable administrative units, must be implemented directly by the Government. Project must have clear guidelines and one person must be kept as responsible at Project level for implementation. Clear cut demarcation of the role for NGOs as was done under NAEP must be evolved. Further, delay in release of funds should be avoided and specific targets should be given to the implementers to achieve the results.

2) Autonomy must be given to the implementing agencies to implement the literacy programme and involve all the departments in the district to implement the programme effectively. Further, the existing administrative structure must be used and form committees to decentralise the administration to take immediate decisions with flexibility.

3) The primers should be developed locally keeping in view the requirements of the learners. As the sentence method was not proved be suitable and difficulty was faced in using the IPCL Primers, the usage of combination of sentence, alphabetic word method in developing the primers is suggested. Further, provision must be there to develop both reading and writing skills.

4) As NAEP failed in retaining the learners in the centres for a longer period, long duration literacy courses may be avoided.

5) The training programmes should be organized effectively to all functionaries. A minimum of 21 days training to volunteers should be organized to equip
them with concepts, methods and materials etc., as was done under NAEP. As far as possible organize trainings to the volunteers at village level and ensure integration of trainings with periodical monitoring.

6) The low educational level of the volunteers should be given attention. It is advisable to prescribe minimum qualifications to the volunteers and train them properly.

7) As under TLC, the motivation of functionaries and learners must be a major component in any of the literacy programme. The different departments of district administration should be involved in the motivation of the learners by giving weightage in their respective programmes. The learners should be motivated by using cultural teams and writing stimulating slogans on the walls.

8) As there was a delay in release of budget for the programme, sanctioned budget must be released timely and directly to the districts. As there was no financial incentive to the volunteers under the earlier programmes except NAEP, financial incentives/honorarium must be given to the literacy teachers. As the AMP has become successful due to the local initiative, self-help and voluntarism, such spirit must be inculcated by conducting motivation and mobilisation campaigns in the on-going and the proposed programmes.

6.7 Suggestions for further Research

The study mainly focused on four critical aspects covering administration, pedagogy, motivation and financial patterns of adult education programmes in India. An attempt should be made to study other aspects like teaching and learning process, community support, convergence, etc. Each one of the aspects is a separate subject area for in-depth analysis and further research.

Administration is a key area in adult education and foundation for implementation of the programmes. Here further research is to understand the ideal administrative structure for adult education. Some of the questions that need to be studied further are: Which type of administrative structure is suitable in adult and non-formal education sector? Is it a project based administrative structure or a permanent administrative system? Is it necessary to have professionally qualified people in adult education discipline? What are the qualifications of adult educators and adult education administrators? What are the required service conditions of adult