

CHAPTER VI

COLLECTION, ANALYSIS AND INTERPRETATION OF DATA

VI.1 PROCEDURE FOR THE COLLECTION OF THE DATA

In Satara Taluka there existed sixty centres of literacy classes with 660 learners in 1989-1990. Of these the research worker collected the data from twenty seven centres in consultation with the Government District Adult Education Officer and the Project Officer. The list of the centres selected for the study is given in Appendix No. 'E'.

The test for evaluation of Adult literacy was prepared by taking into consideration the following literacy norms for basic literacy stage.

Level (I) Ability to read

to read and write words/sentences using most frequent alphabet and vowel signs, to read and write number upto 100.

Level (II) Ability to read and write the words and sentences

almost all the alphabet, all vowel signs and some conjunct alphabet, to read and write numbers upto 100 and do simple addition and subtraction upto 100 to write the names of the members of the family of clientals.

Level (III) Ability to

to read and comprehend a small passage, compute simple

problems of multiplication and division involving numbers upto 100.

While preparing the test, the following objectives of the National Adult Education Programme (N.A.E.P.) which was launched on 2nd October 1978, were taken into consideration.

The objectives of N. A. E. P. :-

1. To develop the abilities in the learner to read, write and compute.
2. To raise the functional capability of the learners with regard to their personal economic and social life.
3. To create awareness among learners regarding their personal and social predicament.

THE SAMPLE used for this study the Normative survey method. For that he selected a sample of 27 centres on a random basis from Satara Taluka. The test was given to a neo-literates who completed his course in a four months period from 1st November 1989.

Specimen copy of the test is given in Appendix No. 'E'

The researcher tried to visit all the twenty seven centres to administer the test to the neo-literates. But of the 27 centres only twenty two centres have given proper and adequate co-operation.

As the remaining five did not respond properly, they were left out. Thus the percentage of the response was 81.50%

VI.2 GENERAL INFORMATION OF THE CENTRES

There were various types of Centres, some were mainly for women and some were for both men and women. The following table no. V gives the information about the centres according to sex.

TABLE V
CENTRES ACCORDING TO SEX

Sr.No.	Sex	No of Centres	Percentage of the total number
1	Men	-	-
2	Women	16	72.8
3	For Both Sexes	6	27.2
.....			
	Total	22	100

From the above table it is clear that there was not a single centre only for men. The number of the centres exclusively for women was 16 (72.8 %) and corresponding number of centres for mixed sex was 6 (27.2 %).

The adult literacy classes were attended by both male and female. But their number was not even. This can be seen from the following Table No. 6.

TABLE VI
DISTRIBUTION OF NEO-LITERATES ACCORDING TO SEX

Sr.No.	Sex	No of Adults	Percentage
1	Male	16	9.4 %
2	Female	154	90.6 %
.....			
	Total	170	100.0 %

From the table above it is obvious that the total number of neo-literates in the centres was one hundred seventy, giving average of 100 % (percentage). Of these the number of the female was one hundred and fifty or 90.6 % on the other hand the corresponding number of the male neo-literates in these centres was sixteen or 9.4 %. From this it follows that in Satara Taluka more emphasis was given to the female literacy. And it was in keeping with the ideals, and objectives, directives envisaged in N. A. E. P.

The National Adult Education Programme was applied only to the age group between Fifteen and Thirty five years age. But the data revealed that there were some neo-literates above the age of Thirty Five years. The age wise distribution was given in the following Table No. 8.

TABLE VII
DISTRIBUTION OF NEO-LITERATES ACCORDING TO AGE

Sr.No.	Age Group	No fo Adults	Percentage
1	15 to 35 Years	154	90.6 %
2	Above 35 Years	8	4.7 %
3	No Response	8	4.7 %
.....			
	Total	170	100.0 %

The above table reveals that in Satara Taluka there were One hundred Seventy neo-literates in twenty two centres. Of these majority of the neo-literates (90.6 %) were belonging to the age-group between 15 and 35 years only eight or 4.7 % were above the age of 35 years. This means that N.A.E.P. was applied to the proper age group.

The study also reveals the vivid positions of the neo-literates engaged in various occupations in their life. The following table shows the occupationwise number of neo-literates.

TABLE VIII
DISTRIBUTION OF LEARNERS ACCORDING TO OCCUPATIONS

Sr.No.	Occupations	No of Adults	Percentage
1	House Work	114	67.5 %
2	Agricultural	37	21.5 %
3	Labourer	6	3.5 %
4	Wood Cutting	1	0.5 %
5	Gardening	1	0.5 %
6	No Response	11	6.5 %
.....			
	Total	170	100.0 %

The above table shows that the majority of the neo-literate belongs to the house work occupation. Generally the women are engaged in house work. Their number is 114 (67.5%). The number of the neo-literates engaged in agriculture was 37 of (21.5%). The corresponding numbers of labours, wood cutting, Gardening were Six, One, One, respectively. Only eleven persons have not mentioned their occupation. Thus the programme of N.A.E.P. is utilised by neo-literates engaged in house-work and agricultural occupations. Though the extent of illiteracy is vast among the labour classes, their number in the literacy classes was very meagre.

The N.A.E.P. is applied to the persons between the age-group 15-35. It is interesting to study this aspect of the programme in Satara Taluka.

The neo-literates enrolled in the centres belonged to

various Castes/ Religions it is interesting to know the number of the neo-literates of various castes taking advantage of literacy classes.

The following table gives the castwise distribution of neo-literates.

TABLE IX
CASTEWISE DISTRIBUTION OF NEO-LITERATES

Sr.No.	Caste	No	Percentage
1	<u>N B C</u>		
	a. Maratha	72	42.30
	b. Brahmin	1	0.58
	c. Muslim	2	1.17
	d. Bhat	2	1.17
.....			
	Total	77	45.22
2	<u>Schedule Castes</u>		
	a. Chambhar	27	15.30
	b. Mahar / Nav Baudh	14	8.10
	c. Mang	7	4.10
.....			
	Total	48	27.50
3	<u>N T</u>		
	a. Bhatki	2	1.17
	b. Bhoi	1	0.58
	c. Ramoshi	2	1.17
.....			
	Total	5	2.92
4	<u>O B C</u>		
	a. Lohar	6	3.40
	b. Barber	3	1.80
	c. Kumbhar	3	1.80
	d. Shimpi	3	1.80
	e. Thakur	3	1.80
	f. Gold Smith	2	1.17
	g. Mali	2	1.17
	h. Gurav	2	1.17
	i. Sali	1	0.58
	j. Sutar	1	0.58
	k. No Response	14	8.23
.....			
	Total	26	25.53
.....			
	Total	170	100.00

In villages majority of the people belonged to the Maratha Community. Similarly the most of the Maratha people are illiterate. The above table reveals that majority of the neo-literates were seventy two belonged to the Maratha Castes. There was a stray case of illiterate person of Brahmin Caste. The number of Muslims were two. Thus in all there were Seventy seven neo-literates belonged to the N.B.C. Classes.

The persons from Schedule Castes have also taken the benefit of literacy classes. In this study the number of neo-literates belonging to Chambhar, Mahar, Nav Baudh, and Mang Castes were twenty seven, Fourteen and seven respectively. The total number of the Schedule Castes neo-literates was forty eight. This being the second largest community taking the benefit of adult education facility.

A small community of the Nomadic Tribes is also living in the rural areas. Their population is very thin. The scheme of adult education was also applied to this class. The numbers of the neo-literates belonging to Bhataki, Bhoi, Ramoshi were two, two, and one respectively.

Besides the above Castes and Communities there is still another class popularly known as Baluta or other Backward classes were (O.B.C.). Their number was twenty six. The break-up of the various castes under O.B.C. class is given in table above.

Thus the scheme of adult education is applied to the people of all communities in these villages.

In order to collect general information about the adult education centres a detailed questionnaire was prepared and the copies were circulated to the twenty seven centres. Of these only twenty two centres have returned the questionnaires duly filled in by them. Thus the rate of return was 81.50 %. In spite of repeated reminders, requests, visits the remaining Five centres could not return the questionnaires for the obvious reasons known to them. So they were excluded from the study. From the perusal of the twenty two questionnaires so far received were critically examined and the data were processed and various statistical tables were prepared and they were explained in the following pages.

1. PLACE OF THE CENTRE

The villages were very conscious about their education and some of them responded in right earnest by giving a co-operation. The centres were located in various buildings. The nature of the buildings of the centres is shown in the following table :-

TABLE X
LOCATIONS OF THE CENTRES

Sr.No.	Place of the Centre	No of Centres	Percentage
1	Organizor's house	20	90.99 %
2	Private buildings	2	9.01 %
3	School	-	-
4	Grampanchayat Office	-	-
5	Open places	-	-
6	Other places	-	-
.....			
	Total	22	100.00 %

From the above table it is clear that of the twenty two centres, twenty were housed in the buildings owned by the organizers. Only two centres were located in a private buildings. Thus 90.99 % of the centres were located in the organizers house. From this it follows that the organizers had taken a full responsibility of accomdation of the centres. As the majority of the neo-literates (154) were women, it seems the organizers would have selected a private houses instead of public buildings like village school, village Grampanchayat office and village temples. Thus the organizers have duley considered the convenience of the neo-literates of the twenty two centres ten were near the homes of the neo-literates and remaining nine were located at the central place of the village for the convenience of the learners.

All the centres were started on 1st November 1989. And

they functioned for a period of about eight months. The working hours of all these centres were from 8 P.M. to 10 P.M. daily, except holidays and Sundays.

Twenty one centres were provided with electric light facilities.

ORGANIZORS

The organizer is an important person in adult education programme. So it is very interesting to know the various aspects of the organizers working in the various centres in Satara Taluka.

TABLE XI
VARIOUS ASPECTS OF ORGANIZORS

Sexwise Distribution		Castewise Distribution				Qualificationwise Distribution				Age-wise Distribution			
Male	Female	Total	NBC.	BC.	NT.	OBC.	Total	Gradute	S.S.C.	Below S.S.C.	Total	20-35	Above Total
4	18	22	14	3	2	3	22	1	3	18	22	20	2
19.82 %	80.18 %	100 %	63.2 %	13.6 %	8.1 %	13.6 %	100 %	5.3 %	13.6 %	80.18 %	100 %	90.9 %	9.1 %
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													
.....													

As the most of the adult education centres were run for women the majority of the centres were conducted by female organizers. Only four centres were organised by male organizers. The organizers of the adult centres, under study, were not of the same castes and community. The table shows that the number of the organizers belonged to the N.B.C. was fourteen and the corresponding numbers for the B.C., N.T. and O.B.C. were 3, 2, 3 respectively. Thus it seems that the organizers were drawn from the various strata of the society. The above table throws light on educational qualifications of the organizers. Of the twenty two organizers eighteen studied up to the s.s.c. The number of s.s.c. holders and the Graduate were 3 and 1 respectively. All the twenty two organizers have been given a training of short duration by the Education Department.

TEACHING AIDS

It is one of the objectives of this study to ascertain the extent of the educational aids provided to centres, as they have direct bearing on the level of instruction of the centres. In order to collect the information about this facility a questionnaire was prepared and circulated to the twenty seven centres. Only twenty two centres have returned the questionnaire duly filled in all respect. In spite of repeated reminders and requests the remaining five centres could not submit the information. So they were excluded from the study. The data were processed after scrutinizing the questionnaires so far received and the information was

put in the following table.

TABLE XII
AVAILABILITY OF TEACHING AIDS

Sr.No.	Teaching Aids	Data no of teaching aids	Percentage
1	Roll-up Board	21	95.5
2	Chalks	22	100.0
3	Text Books	20	90.0
4	Exercise Books	22	100.0
5	Slates	22	100.0
6	Pencils	22	100.0
7	Lead Pencils	22	100.0
8	Charts	21	95.5
9	Other Material	17	77.27
10	News-Papers	-	-
11	Wall Charts	15	68.2
12	Guidance Books	11	50.0

Generally every centre requires a Black Board, Text Books, Slates, Pencils, Charts, Wall Charts etc to conduct the class efficiently. The above table shows that almost all the centres had sufficient number of teaching aids and they were also found in good condition and they were used properly for giving instruction to the neo-literates. Under the N.A.E.P. the Government has taken full responsibility to supply the required teaching materials to the centres. Hence there was not dirth of material in all the centres. However it was found that none of the centres had been provided with news-papers which are essential to create motivations among the neo-literates and for the follow-up work.

VI.3 FOLLOW - UP WORK

The scheme of adult education can be strengthened by providing appropriate facilities or follow-up work. In absence of this aspect the neo-literates soon lapse into illiteracy. So the Government has considered this aspect and due provision was made for follow-up work. In view of this, this study investigated into this aspect, and collected information by way of questionnaires. From perusal of the questionnaires the position of the follow-up work made available in all these centres is shown in the following table.

TABLE XIII
VARIOUS PROGRAMMES OF FOLLOW-UP WORK

Sr.No.	Literacy Development Programmes	No of Centres	Percentage
1	Bhajan / Kirtan	7	31.8
2	Family Planning	2	9.01
3	Cultural activities	2	9.01
4	Recreation	2	9.01
5	Reading / Writing / Competations	1	4.6
6	Small savings	2	9.01
7	Birthday Celebration	1	4.6
8	Execursions	1	4.6
9	Fingure strips	1	4.6
10	Letter writing	3	13.6
.....			
	Total	22	100.0

From the above table it seems that the programmes so far arranged by some of the centres were in keeping with the principles of N.A.E.P. But all the centres were not conscious and active in providing these follow-up work programmes. The reading room and / or library facility is the important aspect of the follow-up programme. But there was a single instance of library facilities available. Other programmes such as Bhajan, Family Planning, Small savings, Excursions were not provided in all the centres. So on the whole it seems that the aspect of the follow-up work was not properly and seriously thought of. On further inquiring about the failure of this aspect was told that the centres held no stability as in the case of formal schools. Every year the organizer was changed for obvious reasons. In absence of stability the organizers failed to realise the importance of the provision of follow-up work. The researcher is of the opinion that the centres should be made stable so that they would make provision for follow-up programmes. Fortunately the Government of India recently evolved the Janshikshan Nilayan a permanent institute in a village or a group of villages, having a population of about 5,000. This new provision will bring about the follow-up programmes in the near future. The District Adult Education authority should see that though the aspect of follow-up work is neglected so far it must not henceforth be overlooked.

VI.4 FINANCE

Of late days the financial responsibility of adult education is taken by the State or Central Government. The funds required for the smooth conduct of the centres was provided by the Government. According to the Government rules on this aspect it was told that the Government gives Cent percent assistance. Considered items of expenditure for the assistance were remuneration and the organizers, dead stock, lighting charges and stationary, books etc.

The organizer is paid Rs 100/- per month on account of his remuneration. The amount of Rs 30/- is paid for light charges and office contingencies.

Besides this Text books, Slates, Pencils, Lead Pencils, etc are provided free of charge. Thus the cost of each centre on an average comes to rupees 30/-. On this aspect of assistance from the Government the researcher made query whether this amount was sufficient or otherwise. To this the organizer gave varied opinions of the 22 organizers fifteen have expressed their opinion that the Government assistance so far received by them was not at all sufficient to the smooth conduct of the centres. On the other hand only six organizers have expressed that the assistance was sufficient and satisfactory.

This issue is the most important as it has direct relevance towards the success or the failures of the adult education.

ion programme. Now-a-days a unskilled labourer earns a wage of Rs 2/- per hour. At this rate the monthly amount of wage for two hours daily works out Rs 120/-. The organizers are its not unskilled labourers. They are educated and trained persons. In the forgone paragraphs the verious educational qualifications of the organizers were given. From this it is a clear that most of the organizers had education upto S.S.C. with necessary training of teaching and conducting the classes. Such a persons should have been given Rs 10/- per day for his daily two hours and responsibility bestowed on him. This works out Rs 300/- as the amount of remuneration per month. The raised income will motivate well educated persons to enter the adult education field and similarly this will lead to enhance the social status and efficiency of the organizers.

VI.5 LITERACY TEST

In order to evaluate the work of adult education, so far done during the period of the study, tests were constructed by the researcher. The first was called literacy test and it was designed to test the following aspects.

1. Reading
2. Writing
3. Numerical Knowledge

(Additions and Substraction Division and Multiplication etc. A specimen copy of the test is given in Appendix No.'B)

The second test aimed at evaluating the aspects of social awareness and functionality in the learners. The test as designed to assess the performance of the learners on the portion covered during the first four months of the year. Every centre was provided with the syllabus and year's planning by the Adult Education Department.

Copies of the year's plan and syllabus are given in the appendix No 'C'.

The researcher had studied the syllabus and the year's plan of the course carefully. He had also discussion with the organizers, Project officer, in connection with the content, method and teaching of the subjects and the portion so far covered during the first four months that is the portion covered upto February 1990.

The researcher also studied the text books and other prescribed learning materials. Besides these he studied the question papers of the past periods. Against this background the researcher tried to frame a model test for literacy. It was shown to some organizers and project officer and District Adult Education Officer for seeking their guidance. The necessary changes were also made in the original test and the revised test were administered by the researcher to a groups of neo-literates for their reliability. Thus final test was prepared which was considered to be reliable to evaluate the work of adult education. As the time at the disposal of the researcher was very short he administered the test to the

learners of ten centres. The organizers have been requested to give the tests to their respective seventeen centres. Thus in all twenty seven centres were given test.

All the answerbooks of the learners were assessed by the researcher and candidate was given grade on the following basis.

GRADATION

Reading and writing - Total weightage 30 Marks each.

<u>Scores</u>	<u>Grade</u>
18 and above	Good
12 to 17	Fairly good
Below 12	Poor

Numerical knowledge - Total weightage 40 Marks each.

<u>Scores</u>	<u>Grade</u>
24 and above	Good
18 to 23	Fairly good
Below 18	Poor

After the assessment of the answer books of the learners from the twenty two centres, the scores were tabulized as follows :-

TABLE XIV
PERFORMANCE OF THE LEARNERS IN READING TEST

Sr.No.	Grades	No of Adults Education	Percentage
1	Good	48	28.24
2	Fairly good	20	11.76
3	Poor	102	60.00
.....			
	Total	170	100.00

Of the One hundred seventy learners forty-eight or (28.24 %) had shown a good performance in reading test. The corresponding numbers of the obtaining fairly good was twenty or (11.76 %) and one hundred two or (60 %) showed poor performance on reading test. This means the overall performance of the learners on reading test was not satisfactory.

TABLE XV
PERFORMANCE OF LEARNERS IN WRITING

Sr.No.	Weightage	no of Adults	Percentage
1	Good	132	77.15
2	Fair	29	17.06
3	Poor	9	5.76
.....			
	Total	170	100.00

Of One hundred seventy learners One hundred thirty two obtained good grade and twenty nine obtained fairly good grade

and only nine got poor grade. This means in writing majority of the learners have faired well. As compared to the reading performance these learners showed better performance in writing skill.

TABLE XVI

PERFORMANCE OF LEARNERS IN NUMRICAL KNOWLEDGE TEST

Sr.No.	Weightage	No of Adults	Percentage
1	Good	95	55.88
2	Fairly good	40	23.52
3	Poor	35	20.60
.....			
	Total	170	100.00

Of the one hundred seventy learners ninety five or (55 %) have got good grade, fourty or (33.52 %) got fairly good grade and the remaining thirty five got poor grade. The performance on this test seems to be good with all other factors general and practical knowledge of the adults must have helped them in getting higher scores in the test.

VI.6 FUNCTIONALITY AND SOCIAL AWARENESS

Naw-a-days the concept of literacy has widened in its scope. Now the literacy includes not only the element of 3 Rs but also functionality and social awareness. So it was first decided to evaluate these aspects by of schedule.

But such as after a carefull consideration it was thought that though these aspects were very significant they were very difficult to evaluate objectively. On the other hand the researcher studied the performance of the learners for the first months of their course so it become rather permat-ure to study the behavioural changes objectively Researcher also could not find sufficient time to measure these in detail and objectively. In view of all these factors the researcher left these aspects and he desires that there would be a seperate good topic for further research study. However it is interesting to study the present working of these aspects in the field of adult education.. In the syllabus of the course there elements have been included. And in order to viz functional literacy and social awareness realise them certain programmes and activities were being organised and carried out by all the education centres.

The most used programmes in the centres are given below.

1. Visits of Educational Institutions.
2. Eradication of Superstitions
3. Personal Helth and Hyhiene.
4. Public Health.
5. Emancipation of dowary system.
6. Equality of Sex.
7. New Techniques in Agricultural Development.
8. Postal Information.
9. Medical facilities.

10. Population Education.
11. Nutrition.
12. Child care and Development.
13. Family welfare.
14. Cultural Activities.
15. Civic Education.
16. Bank Facilities and Co-operation.
17. Small Scale Industries.
18. Small Savings.
19. Literacy March.
20. Social Reforms and National Integration.