

CHAPTER VII

VII.1 SUMMARY AND CONCLUSIONS

So far discussion on the problem namely "An Evaluation of Adult Education Programme in Satara Taluka" has thrown light on its various aspects. They can be summarised as follows :-

The objectives of the study were related to

- a. The historical development of adult education.
- b. Extent of adult education centres in Satara taluka.
- c. The pattern of administration and planning of the centres.
- d. An evaluation in respect of literacy functionality and social awareness.
- e. Financial assistance.
- f. Follow-up work.

1. Satara Taluka of Satara District is a vast in area. It is divided into two parts. The western part is hilly and arid land and it is educationally, socially and economically backward part. The literacy percentage of Satara taluka was 55.99 % in 1981.

2. There are 195 towns and villages in the taluka, and almost all the villages have sufficient educational facilities as primary level. There were 233 primary schools. At the

secondary level there were 56 highschoools out of 17 in towns. So secondary education was not within the reach of the people

3. Satara city is the head quarter of the district. There were 10 colleges in the taluka located in Satara city. So these colleges provided the opportunity of higher education to the aspirant youths of the taluka.

4. The Rayat Shikshan Sanstha founded by the late Karmaveer Bhaurao Patil has done the spadework of opening and conducting primary schools in hilly tracks, arid places. In pre independence period this has contributed to increase literacy.

5. In Satara district the National Adult Education Programme Scheme was implemented from the year 1979. Under the scheme the number of adult centres has eventually increased from 462 to 1080. The corresponding increase during the same period was from 13,865 to 5,37,445.

6. During the period from 1981-82 to 1989-90 the total number of literates from these centres in Satara district was 1,28,431.

7. Not all the adult learners have completed the course for the various reasons. So the number of drop outs and stagnation was 36,312.

8. More priority was given to the education of female adult class, as the number of female adults during the

period from 1981-82 to 1989-90 exceeded the number of male adult by 1,39,067.

9. The number of stagnation and drop outs among the female adults during the same period from 1981-82 to was 7,194.

10. In Satara taluka the number of villages and towns was 195 excluding urban area the number of a villages was 195 and the number of adult education centres in 1989 were 60, so it seems that there was not a adult education centre in every village of the 60 adult education centres in Satara taluka two were located in urban area and the remaining 58 were located in the rural part of the taluka.

11. Of 60 centres in the taluka 34 centres were located in the villages in the western part of the taluka. Thus the most backward part of the taluka is neglected from education field.

12. As the Satara taluka is vast in area a random sample of 27 centres was selected for the study. The position of the adult education on the objective is mentioned in the study.

13. In order to collect the data for the study various tools namely questionnaires, test were used. Moreover the statistical information pertaining to the period and the educational centres, Finance etc was collected from the records of the adult education office. For general information on adult education and its various aspects data were



collected by reading books pamphlets, available in the libraries and the adult education centres.

14. Copies of the questionnaires were sent to the 27 centres in the taluka of these 22 centres have returned their questionnaires duly filled in all respects. Thus the percentage of return of the questionnaires was 81.50 %.

15. The copies of questionnaires and received were critically examined and the relevant information was classified into training various tables.

16. A reliable test was prepared in consultations with Adult Education Officer and project officer and the same was administered to the learners of 22 centres.

17. The study dealt with 22 centres it revealed the following various.

1. As pears of these centres 72.8 % were conducted for female adults and 27.2 % for male adults.

2. Of these centres there were in all 170 clientles of them 154 (90.6 %) were female and 16 (9.4 %) were male adults. Thus the centres have given more emphasis on the female education which is consistent with the objectives of National Adult Education Programmes.

3. The learners were of various age groups, so they were classified into 15-35 years and above 35 years. The number of learners in the age-group of 15-35 years was 154 or (90.6 %) and the remaining were above

35. This shows the scheme of National Adult Education Programme was applied to the appropriate age group. It can also be deduced that persons above 35 years were also desirous of learning.

4. The learners were drawn from various occupations namely house work, agriculture and labourers, wood cutters, Gardening etc. of the 170 learners 114 (67.5%) were engaged in house work. Because most of the learners were female adults. The adults from agricultural occupation female second largest group consisted of 37 or (21.5 %). The rest were from other occupations, Thus it seems there was a great awakening for education among the learners engaged in house work and agriculture work. Due to hard work the class of labourer was not aware of their education.

5. Of the learners the first largest class belonged to the non-B.C. Community which included Maratha, Brahmin Muslim, Bhat, etc. There was a lone instance of Brahmin learner the second largest community among the sample was scheduled castes. And the third largest community was the other Backward classes. Besides these were learners from N. T. class (2.92 %) also as compared to the various groups it seems that about 100% literacy could be found in Brahmin community. People of all class and castes were more or less conscious about their education.

6. Of the 22 centres most of them 99.99% were

housed in the respective organizers homes, and the remaining 2 (9 %) were located in private buildings. No centre was run in public building like village Schools, village temple and grampanchayat office. Majority of the learners were female adults. So it seems that organizers homes, rather than private building were convenient to them. This shows that the organizers have considered the convenience of the learners.

7. The organizers conducting the centres belonged to various age-groups, castes, and educational qualifications sex groups of the 22 organizers. majority to them 14 were from N.B.C., 5 from B.C. and 3 from O.B.C. Most of them studied upto S.S.C. 4 were S.S.C. and one was a graduate. Most of the organizers 20 belonged to the age-group 20-35 years. They were young and enthusiastic. They were not satisfied with remuneration which they were given.

8. As regards the supply of teaching aids it was found that all the centres had adequate educational aids.

9. Various programmes and activities were carried out for the follow-up work programmes. But they were not adequate and punctually carried out. This means that more attention was paid to the literacy aspect rather than follow-up work.

10. Literacy tests for reading, writing and arithmetic aspects were given to the learners on the reading test they faired well and on arithmetic test they

showed a fairly good performance.

11. Though the concept of functionality and social awareness were significant in the present programme of adult education, they were not evaluated for various reasons. For example inadequate time at the disposal and inavailability of reliable test. It was expected that the study of these aspects would be a separate good topic for further research. However it was found that most of the centres have causally carried out various programmes for functionality and social awareness and more attention was paid to the literacy aspect.

12. All the centres were started by private individuals assisted mainly by the Government. Registered voluntary agency adult was absent in the field of education in Satara Taluka.