CHAPTER V
FINDINGS OF THE STUDY

In Mizoram Adult Education Department has no separate directorate, it exists as one of the wing under Directorate of School Education headed by the Joint Director assisted by a Deputy Director, an Assistant Director (Monitoring), an Assistant Publication Officer and some ministerial staff with the guidance and control of the Director of School Education.

For proper administrative set up in the field of Adult Education, the whole Mizoram is headed under three districts adult education officers - the head office of Aizawl East District and Aizawl West District are in Aizawl town itself and Lunglei District head office is in Lunglei town. During the period of under study two District Adult Education Officers (DAEO's) post are filled and one post is lying vacant.

The state government of Mizoram has started implementing all the adult education programmes under this Continuing Education scheme in 1999 and this ongoing programme has been planned to continue till 2015.

To run Adult Continuing Education Programme in Mizoram the Central government sanctioned 100 percent of the required fund Rupees.118.80. lacs for the first three years from 1999 April - 2002 March, through National
Literacy Mission, but from 2002 April - 2004 March only 25 percent of the required fund was sanctioned by central government and 50 percent was sanctioned by state government. From the year 2004 April, the implementation of Adult Continuing Education programme in Mizoram was depends on state liability and all continuing education centres are run by the funds sanctioned from state government through Directorate of School Education, Government of Mizoram.

The amount sanctioned for Adult Continuing Education Programme in Mizoram during the period from April 2001 - March 2009 was Rupees 178.20.lacs from Central government through National Literacy Mission and Rupees 356.40.lacs from Mizoram state government, altogether Rupees 534.60.lacs was sanctioned during these eight years. Fund Allocation for Adult Continuing Education Programme in Mizoram during the period from April 2001 - March 2009 is given in Table No.23.

The total amount sanctioned in Aizawl East district for Adult Continuing Education programme during the period from April 2001 - March 2009 was Rupees 172,26,000/-. The total expenditure during these eight years was Rupees 180, 48,000/-. It is found that till March 2009 five months honorariums of the instructors in this district is under due (Rs.822000/-). Fund Allocation & Utilization in Aizawl East District during the period from April 2001 - March 2009 is given in Table No.24.
In Aizawl West district Rupees 204, 43,500/- was sanctioned for implementing Adult Continuing Education Programmes during the period from April 2001 - March 2009. The total expenditure during these eight years was Rupees 214,11,500/-. It is found that the total amount due till March 2009 is five months honorariums of the instructors in this district (Rs.9,68,000/-). Fund Allocation & Utilization in Aizawl West District during the period from April 2001 –March 2009 is given in Table No.25.

The total amount sanctioned in Lunglei district for implementing Adult Continuing Education Programmes during the period from April 2001 - March 2009 was Rupees 157,90,500/-. During these eight years the total expenditure was Rupees 165,40,500/-. And it is found that till March 2009 five months honorariums of the instructors in this district is under due (Rs.7,50,000/-). Fund Allocation & Utilization in Lunglei District during the period from April 2001 - March 2009 is given in Table No.26.

The total amount sanctioned for Adult Continuing Education Programme in Mizoram during the period from April 2001-March 2009 was Rupees 534.60.lacs. Total expenditure during this period was Rupees 560.lacs. So, till March 2009 Rupees 25.40.lacs was under due in organising adult education programme in Mizoram that was five months honorarium of the instructors in the state.
There are 400 Adult Continuing Education Centres in Mizoram (40 Nodal Continuing Education Centres and 360 Continuing Education Centres). The number of centres located in rural areas is much more than number of centres located in urban areas. Because, out 400 centres 366 centres are located in rural areas and only 34 centres are located in urban areas.

The numbers of instructors working in rural areas are more than number of instructors working in urban areas. It is also found that male instructors are more in number than female instructors. Adult Continuing Education Centres Indicating Rural and Urban, Male and Female Instructors in Mizoram from 2001-2008 is given in Table No.7.

Number of learners enrolled in Adult Continuing Education Centres during the period April 2001 - March 2009 were 16878, out of these 13232 learners were made literate and 3646 learners were drop-out from the centres. So, the number of males enrolled and made literate males was higher than females enrolled and made literate females, but the number of drop-out males was less than drop-out females in all the centres. Number of Adult Continuing Education Centres, Learners, Made literate & Drop-outs in Mizoram during the period from April 2001- March 2009 is given in Table No.8.

There are 130 Adult Continuing Education Centres in Aizawl East District. Out of these 12 are Nodal Continuing Education Centre (NCEC) and
118 are Continuing Education Centre (CEC). In this district the total number of learners enrolled during the period April 2001 to March 2009 were 5686, out of these 4552 learners were made literate and 1134 learners were drop-out from these centres. Number of Adult Continuing Education Centres, indicating Male & Female Learners, Made literate & Drop-outs in Aizawl East District during the period from April 2001- March 2009 is given in Table No.9 (A).

In Aizawl East District no significant difference is found between male and female learners enrolment. But in the case of made literate and drop-out learners from the centres, a significant difference is found between them. Because in this district the number of made literate male is higher than made literate female and the number of drop-out female is higher than of drop-out male. Comparison of Male & Female Learners in Aizawl East District during the period from April 2001- March 2009 is given in Table No.9 (B).

In Aizawl West District there are 152 Adult Continuing Education Centres. Out of these 16 are Nodal Continuing Education Centre (NCEC) and 136 are Continuing Education Centre (CEC). The total numbers of learner enrolled in this district during the period April 2001 to March 2009 were 6224, out of these learners 5020 were made literate and 1204 were drop-out from these centres. Number of Adult Continuing Education Centres, indicating Male & Female Learners, Made literate & Drop-outs in Aizawl West District during the period from April 2001- March 2009 is given in Table No.10 (A).
Comparing male and female learners in Aizawl West District, no significant difference is found in learner enrolment and made literates between male and female. But in the case of drop-out from the centres, a significant difference is found between them. As the number of drop-out female is higher than number of drop-out male in this district. Comparison of Male & Female Learners in Aizawl West District during the period from April 2001- March 2009 is given in Table No.10 (B).

There are 118 Adult Continuing Education Centres in Lunglei District. Out of these 12 are Nodal Continuing Education Centre (NCEC) and 106 are Continuing Education Centre (CEC). The total number of learners enrolled in this district during the period April 2001 to March 2009 were 4968, out of these 3660 were made literate and 1308 were drop-out from the centres. Number of Adult Continuing Education Centres, indicating Male & Female Learners, Made literate & Drop-outs in Lunglei District during the period from April 2001- March 2009 is given in Table No.11 (A).

In Lunglei district no significant difference is found between male and female learners enrolment. Regarding made literate male and female a significant difference is found between them and in the case of drop-outs from the centres the difference between male and female is found highly significant in this district. Because in this district the number of made literate male is higher than number of made literate female and the number of female drop-out
from the centres is much higher than drop-out male. Comparison of Male & Female Learners in Lunglei District during the period from April 2001- March 2009 is given in Table No.11 (B).

Comparing male enrolments from the three districts of adult continuing education centres. It is found that, there is no significant difference between Aizawl East district and Aizawl West district. But, a significant difference is found between Aizawl East district and Lunglei district and also between Aizawl West district and Lunglei district. Because Aizawl East district and Aizawl West district have more number of male enrolments than Lunglei district. Comparison of male enrolments between the three districts of Mizoram during the period from April 2001- March 2009 is given in Table No.12 (A).

In the comparisons of made literate male between the three districts of adult continuing education centres. No significant difference is found between Aizawl East district and Aizawl West district. But, a significant difference is found between Aizawl East district and Lunglei district and also between Aizawl West district and Lunglei district. Because made literate male in Aizawl East district and Aizawl West District are much higher than made literate male in Lunglei District. Comparison of made literate male between the three districts of Mizoram during the period from April 2001- March 2009 is given in Table No.12 (B).
No significant difference is found between the three districts regarding male learners drop-out from the centres as no district has higher or lesser number of drop-out learners among them. Comparison of drop-out male between the three districts of Mizoram during the period from April 2001-March 2009 is given in Table No.12 (C).

Regarding female enrolment made literate and drop-out from the centres among the three districts of Mizoram. No significant difference is found among them. Because no district has higher or lesser number of female enrolment, made literate female and female drop-out from the centres. The Comparisons of female enrolment, made literate and drop-out among the three districts of Mizoram during the period from April 2001- March 2009 are given in Table No.13 (A), 13 (B) and 13 (C).

Aizawl West district has the highest number of adult continuing education centres with 152 centres followed by Aizawl East district with 130 centres and Lunglei district has the least number of centres with 118 centres.

The average number of current learners in adult education centres during the period April 2008- March 2009 are- Aizawl East district and Aizawl West district have the same number of five learners per centre, out of which two are males and three females. Whereas Lunglei district has six learners per centre both male and female are three each in number. Lunglei district has the
highest number of current learners among the three districts. And the average number of current learners throughout the state is five learners per centre, out of which two are males and three are females. Number of centre and average number of learners per centre during April 2008 – March 2009 is given in Table No.14.

All the current learners in Aizawl East district are Mizos from Christian families, but in Aizawl West district and Lunglei district majority of learners are from minority groups (non Mizo) like the Chakmas, the Brus (Riang) etc. from non-Christian family background. Aizawl West district has more number of learners from minority groups than Lunglei district during the current year.

Among the three districts during April 2008 – March 2009, it is found that Aizawl West district has the highest made literate percent (89%) and the least drop-out percent (11%), next is Aizawl East district (87.16% & 12.84%) and Lunglei district has the least percent of made literate (75.54%) with highest percent of drop-out learners from the centres (24.46%). And as a whole 84.08 percent are made literate and 15.92 percent are drop-out from the centres. Number of learner, made literate and drop-outs during April 2008 – March 2009 is given in Table No.15.

Among the learner respondents of the three districts- Aizawl West district has the highest number of respondent percent (53.06%) next is Aizawl
East district (52.01%) and Lunglei district has the least number of respondents (47.47%). Altogether there are 50.94 percent respondents from adult learners and all of them are from Scheduled Tribes.

Among the respondents 90 percent are cultivators, 5 percent are labourers and the other 5 percent are housewives. Majority of them are between 25-40 years and below poverty line families. And 96 percent had no previous schooling but, 4 percent are drop-out from school during primary stage. Number of Learners during April 2008 - March 2009 and respondents is given in Table No.16.

In Aizawl East district, it is found that 92.28 percent can read properly and 7.72 percent cannot read properly, whereas 70.99 percent can read and write properly but 29.01 percent cannot write properly. Only 14.20 percent have the knowledge of simple arithmetic mean and the other 85.80 have no knowledge about it, although they can count and can write numbers.

In Aizawl West district, 84 percent of respondents can read properly and 19.35 percent could not read properly, while 65.44 percent have the ability of both reading and writing but 34.56 percent cannot write properly. In this district only 10.13 percent have the knowledge of simple arithmetic mean while the other 89.87 percent have no knowledge about it, although they can count and can write numbers.
In Lunglei district 80.30 percent of respondents could read properly and 19.70 percent could not read properly, while 65.15 percent could read and write properly but, 34.85 percent could not write properly. And only 10 percent could solve problem of simple arithmetic mean while other 90 percent could not solve it, although they could count and could write numbers.

From the three districts respondents 84.01 percent could read properly and 15.99 percent could not read properly, while 67.01 percent could read and write properly but other 32.99 percent could not write it properly. And only 11.31 percent could solve problem of simple arithmetic mean while the other 88.69 could not solve it, although they could count numbers and could write numbers.

And according to the statement of respondents from the three districts, the ability of 3R’s is highest in Aizawl East district followed by Aizawl West district and Lunglei district. It is clearly found that the ability of simple arithmetic mean is very low in all the districts. This shows that majority of made literate learners in the centres did not achieved the ability of 3R’s to tackle their daily life problems and to carry-out their socio-economic problems. Ability of 3R’s and Without Ability of 3R’s from respondents are given in Table No.17 (A) and 17 (B).
Reasons for drop-out of learners from the centres in the three districts are as follows: In Aizawl East district economic problem is the highest reason for learners drop-out from the centres next is centre problem followed by family problem and there is no language problem in this district. In Aizawl West district economic problem is the highest reason next is language problem followed by centre problem and family problem. In Lunglei district economic problem is the highest reason next is language problem followed by centre problem and family problem. Reasons for drop-outs of learners from the centres in Mizoram during April 2008- March 2009 are given in Table No.18.

In all the three districts it is found that economic problem is the highest reasons for drop-out learners from the centres, next is centre problem followed by language problem and family problem. As majority of learners are from backward families they need to earn for their family and lack of facilities in the centres also pull down their interest they felt hard to spare their time for attending the centres and leads them into drop-out. Family problem is faced by women learners but only few in number. Because they need to look after their children with domestic work and they cannot spare time to attend the centres anymore which leads them into drop-out.

Aizawl East district has no language problem because in this district all adult learners in the centres are Mizo speaking group. Aizawl West district and Lunglei district have high percentage of language problems. Because minority
groups who are badly in need of literacy have no language affinity or scripts with the Mizo dialect like the Brus known as Riangs, Chakmas etc. As most of the areas in western belt and south-western corner of the State are inhabited by them. They faced language problem as all teaching learning materials supplied by the department are in Mizo script which is quite different from their own dialects and they could not understand it properly. Although they want to achieve literacy but they felt hard to follow it and this leads them into drop-out from the centres. This problem is higher in Aizawl West district as it has more number of non-Mizo speaking learners than Lunglei district.

There are no permanent centres for adult learners in Mizoram. Teaching learning are conducted according to the conveniences of the learners at night. Residence of the instructors, community hall or learners house are used as centres for learning. Learning materials are not satisfied by the learners. Library facilities are very poor. There are no facilities for neo-literate learners and functional literacy programme, no extracurricular activities like health and sanitation, sports and training for agricultural systems, rights and duties in the societies. Facilities for learners are given in Table No.19.

Majority of the learners received study materials like exercise books, pencils, books, etc. But not sufficient and rural centres did not receive materials in time due to lack of proper communication but they got improvement from the centres.
There are 51.92 percent instructor respondents from Aizawl East district, 53.29 percent from Aizawl West district and 48.73 percent from Lunglei district. Altogether there are 51.5 percent instructor respondents. Among the three districts Aizawl West district has the highest instructor respondent percent followed by Aizawl East district and Lunglei. Number of Instructors and respondents are given in Table No.20 (A).

The facilities received by Adult education instructors in Mizoram during 2008-2009 are very poor. They received training only one time and the system of organisation and management are not satisfied by the participants. There is no proper supplied of books for libraries, no buildings or rooms for library to manage by the instructors. Books, journals, magazines etc. Supplied by the department for the centres are kept by the instructors at their homes. The instructors are not satisfied with their honorariums and they did not get in time. Facility for Instructors during 2008-2009 is given in Table No.20 (B).

All the instructors used Laubach Method in the centres to teach the adult learners. They start from simple charts representing a phrase, a word and the first letter of the word combined with pictures.

Problems and difficulties faced by the instructors in running the centres during 2008 April-2009 March are: no permanent centres, lack of teaching learning materials supplied in time, lack of power supplied in remote areas,
language problems among the minority groups, lack of library facilities, no facilities for neo-literate practices, functional literacy programme and co-curriculum activities and facilities for learners are not provided according to their needs in the centres, honorariums of the instructors are not given in time and there is no proper facilities for the instructors.

Recruitment of learners was done by conducting awareness campaign of literacy and illiteracy survey with the local NGO’s.

Major problems faced in identifying illiterate adults for learners in the centres are that, most of the illiterate adults felt difficult to express their problems of illiteracy due to inferiority complex and shy to attend the centres openly. Which it takes time to convince them secretly by the instructors or educated persons from the locality.

Even though the ongoing programme is preferred for the age group of 15 to 35 years, but if any illiterate adult is interested in learning he or she is warmly welcome to attend the centres in Mizoram.

The number of sanctioned post for Adult Education Department is 74 post, but till 2010 only 61 staff members are there and 13 post is lying vacant, all the staff members are from Scheduled Tribes, majority are above 35 years.
There are 45 respondents among the staff, out of these 25 are males and 20 are females, 28 are graduate and 17 are under graduate, majority of the staff members served more than 7 years in the department. Strength of staff and respondents, Adult Education Department is given in Table No.21.

Regarding problems faced by the department 80 percent of respondents considered that it is due to financial constraints and 20 percent considered that it is due to lack of proper administration. All the respondents are not satisfied with the present condition of the department. Present Condition of Adult Education Wing Mizoram is given in Table No.22 (A).

For proper development of Adult Education Department and its Programmes 100 percent respondents view that establishment of separate directorate is required. Again 100 percent respondents view that establishment of Adult Continuing Education and Extension Programme is also required to produce more professional adult and dynamic youth in Mizoram. And 80 percent of respondents are in favour of approaching University Grant Commission for financial support in order to introduce new Schemes and Projects for Adult Continuing Education Programmes even up to University level in Mizoram like some other states in our country. Management of Adult Education Department and programmes is given in Table No.22 (B).
The department conducted survey to identified villages for establishment of adult education centres by consulting local NGO’s. Village Adult Education Committee (VAEC) was also formed to work with them, location of centres and selection of instructors was done through VAEC’s in contact with the department Circle Officers.

Literacy drives were also conducted by the department in collaboration with NGO’s to some selected rural villages in these three districts. International Literacy Day was also observed by the department every year in the selected villages conducting a formal function with the public by the department officers.

Training programme for Circle Officers and Supervisors are conducted in short term course every year. But the organisation and management system of training are not satisfied by all the participants.

The supervisors or Circle Officers could not visit majority of the centres even once in a year due to financial problems faced by the department and also due to communication problems as majority of the centres are in rural remote areas. But, some centres are visited quarterly.

The major problem faced by the department in organising Adult Continuing Education Programme is financial constrain. Due to this problem
the concerned department could not run the present programme properly to achieve its aims and objectives. And to approach the state government for providing more fund for achieving the aims and objectives of Adult Continuing Education Programme is the future plan of the department. Activities, problems and suggestions is given in Table No.22 (C).

The department has published two books called as “Adult Education: Its implementation in Mizoram” and “Adult Education in Mizoram (Status and Functioning)”. It has also published reading materials like Thiamna Kailawn (Ladder of Education), Hmasawnna Kailawn (Ladder of Progress), Ziakzirna (Learning of Writing) and a monthly magazine known as “Meichher” (Torch) and maintain library in which all those manuscripts and books donated by others are kept.

During the period of study except the ongoing programme there is no other Adult Continuing Education Programme taken up by the state government in the state and Mizoram University did not yet take up any Adult Continuing Education and Extension Project through University Grant Commission like some other states in our country.

On the whole, the above findings shows that Adult Continuing Education programme is successfully run in Mizoram during the period April 2001 to March 2004, with the co-operation of the central and state government
as well as the NGO’s in the state. Since April 2004 the system of organisation does not fulfil the aims and objectives of Adult Continuing Education Programme in Mizoram due to lack of fund sanctioned from the state government. This hinders proper management and organisation of the programme in the centres by the concerned department.

It is also found that adult continuing education programme in Mizoram is useful for raising literacy rate but it does not uplift much the socio-economic condition of the rural people as a whole in the state. This is due to lack of post literacy practice, lack of functional literacy programme, lack of facilities for the neo-literates in the centres and lack of numeracy among the literate adults.

Majority of the people in Mizoram are not aware of the adult education department and its programmes since some years back. There are many drawbacks in the programmes as well and comparing the last two decades the first decade achieved better than the last decade due to lack of proper attention.

In Mizoram rural illiterate adults hinder the progress of literacy rate particularly from the minority groups in the state. But the state government does not pay full attention to it even if the literacy rate of minority groups in rural areas are still very low, which pull down the state literacy rate as a whole and literacy rate of the Brus (Riangs), the Mogs and some minority groups are still unknown.
Considering the findings emerging from the study the ongoing programme of Adult Education in Mizoram needs to be examined and the findings may be beneficial to the administrators particularly associated with adult education and also to the state government to evolve programmes and strategies not only for increasing literacy rate besides in order to uplift the socio-economic condition of minority groups and rural backward people in the state through functional literacy programmes and adult continuing education programmes to create a well learned society with productivity in future.