CHAPTER VI

SUMMARY CONCLUSION AND SUGGESTIONS

SUMMARY

There was no organized educational institution in Mizoram till 1893 and no written language; all the instructions were verbal in nature. The coming of the Christian missionaries in the year 1894 brought remarkable changes in the state. The initiative in spreading education was taken by the Christian missionaries; it was these missionaries who transformed the language into a written language by developing Mizo alphabets. Adult Education (formerly known as Social Education) has been started by the foreign missionaries since 1894. They prepared A, AW, B, (alphabets from Roman script) and taught in Sunday school. This shows that the first adult education centre in Mizoram was the church in which the instructors were the missionaries. It had been the centre of learning till 1922. They started opening some experimental schools in the area but most of the learners were from the adult group. It was more useful for women than men due to the fact that the Mizo girls were restricted to attend day schools by their men at the beginning while they were free to attend Sunday school.
The opening educational institutions marked a new important era in the field of education for the people of Mizoram. As time passed, some Social Education Organizers were posted in Mizoram under the development project and since 1963 a separate Social Education Wing came into existence in Mizoram with the appointment of a District Social Education Officer. In 1972 the Social Education Wing had been expanded and upgraded to the state level status and in 1973 strengthening of the administrative structure had been accorded by the central government.

The effort of providing adult education in Mizoram has been existence from the past several decades; it is one of the most important factors that lead the Mizos into an educated society. Realising this, the state government had taken a large numbers of initiatives for providing adult education to her people and that brought a radical change in the society in Mizoram.

Adult Education Wing exists as one of the wings under the Directorate of School Education headed by the Joint Director with the guidance and control of Director of School Education Mizoram. Although Mizoram has eight district headquarters, for proper administrative set up in the field of adult education it is headed by three district Adult Education Officers for the entire state one in each District The state government of Mizoram has integrated all the literacy programmes under one main literacy approach known as Adult Continuing Education since 1999 and planned it to continue till 2015.
According to the findings of the study 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. But, since April 2004 the system of organisation does not fulfill 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.
CONCLUSION

Adult Education Programme has brought about a radical change in the society in Mizoram. The patriarchal type of society in the villages has witnessed the emergence of new literate head of the family, who understood and realized the importance of educating his fellow adult and children, without which his society or family will be insecure than others. With education as his new well sharpened tools he has realized that in order to progress and bring a fundamental change in the standard of living and rural thought process, educating his family is a pre-requisite. Education changed his perspective, it has improved his thought process, has given him more sense of comprehension and a vision with clear direction and the need of the hour. All these changes are due to the proper implementation of Adult Education Programmes in Mizoram, the state has even becomes the highest literacy rate among the north-eastern state of India and the third highest in the country.

But, the problem of illiteracy in the state cannot be wiped out from the soil by paying full attention to only elementary education for younger generation in Mizoram. Because the literacy rate of rural areas are still very low particularly among minority groups in the state as there is a wide disparity in literacy between majority groups and minority groups as well as urban and rural in the state. This segment has to be given top priority to achieve hundred
percent literacy rates which is the target and long term plan of the state government.

With a view to eradicating illiteracy by the year 2025 in Mizoram a strong commitment by the state government and political will for realising the objectives of education for all should be reiterated in unequivocal terms. Specific plans of action and strategies for implementation should be developed by the state government as early as possible. Adequate public awareness has to be generated and suitable motivational with innovation approaches be adopted for wide participation of students and teachers at all stages of education. Literacy campaigns should form an integral part of their curriculum as an essential service to the nation or state. Proper linkages should be established between literacy and developmental programmes, between formal education and non-formal educational system, between government and non-government or voluntary agencies. A well-integrated grass-root level micro-planning should be made for implementing three major programmes like- universalisation of Primary Education, Eradication of illiteracy and continuing education which are closely related and interconnected.

“No nation can leave its security only to the police and army, to a large extent national security depends upon the education of citizens, their knowledge of affairs, their character and sense of discipline and their ability to participate effectively in security measure.” ---- Kothari Commission.
Illiteracy can bring down even the most powerful nations down, so if we are to become a developed state or nation, the government should first remove the problem of illiteracy by introducing effective programs with proper implementation and sound budget not only in formal education but also in non-formal education. It is hoped that a national drive and a mass campaign involving all concerned would enable the nation to wipe out the blemish of illiteracy which is humiliating as well as embarrassing for the greatest democracy of the world.

The problem in our country and state is that we have adopted democracy without preparing the ground for it by educating population. As democracy without education is meaningless, it is education and enlightenment that lifts a nation to the heights of progress and greatness. But even now it is not too late if the programme of mass Adult Education or Social Education is undertaken in right earnest as a movement. No doubt the provision of universal, compulsory and free primary education is the only solution to the problem of illiteracy. But the country or state cannot afford to leave out a whole mass of adult and grown-ups of our society from the benefits of the literacy-drive. Not only a part from the political justification to the problem. Adult education is needed because it is a powerful auxiliary and an essential incentive to primary education. No programme of compulsory universal education can bear fruit
without the active support and co-operation of adults. It is, therefore, imperative that educational facilities should be provided to adults.

National development and reconstruction are closely allied to Adult Education. If democracy is to survive, we must educate the masses for social education is the new hope for illiterate masses. Social education is needed to widen the intellectual and political horizon of the illiterate adults. It is also needed to sharpen the aesthetic sensibility of the adults and to set the cultural tone of the community. Moreover, social education is needed in order to guide in spending their leisure in healthful recreations and useful activities. Lastly, illiteracy or ignorance is a sin; an illiterate adult is a burden on society. Adult education set free people from the tyranny of illiteracy and if we are to become a developed nation, the government should first remove the problem of illiteracy by introducing effective programme with proper implementation and budget.
SUGGESTIONS EMERGING OUT FROM THE STUDY

In the light of the present study, certain suggestions for conducting future studies may be made as under:

1. The present study found that the department faced many problems due to lack of proper attention from the state government. The results of the study suggest that the state government should pay more attention to Adult Education Department and its Programmes in funding system and management. The system of financial management including budget and its allocation for adult education programmes in Mizoram state may be an interesting research area.

2. The present study covered only Adult continuing education programme in Mizoram. The study suggest that to produce more professional adult and dynamic youths in the state Mizoram University should also take up different projects and schemes from University Grant Commission like Adult Education & Extension Programmes and Master Course in Adult Education as some other universities have also been doing in our country. A comprehensive study can also be conducted by comparing the organisation and management system of Adult Continuing Education Programme in Mizoram with their counterparts of neighbouring states like Assam, Manipur, Meghalaya and Nagaland.

3. The present study found that lack of follow up programmes makes the neo-literates incompetent of their literacy and suggests that follow up
programmes like post-literacy practice, functional literacy continuing education classes etc. should be introduced in the centres for neo-literates to improve their skills in productive work. As application of skills of literacy through positives measures enables neo-literates participation in the development process of their socio-economic conditions and thereby improve the quality of their lives. A study on follow up programmes and its importance for neo-literate adults in Mizoram may also be an interesting area for research.

4. The study suggest that in order to solve language problems faced by some minority groups, the state government should prepare separate study materials in a dialects which they can understand easily or some measures should be taken up for minority groups to run the programme more effectively in their areas for improving their literacy rate as well as to uplift their socio-economic conditions through adult education. A study can be conducted on language problem faced by minority groups in adult education centres in Aizawl West district and Lunglei district of Mizoram.