CHAPTER IX

Findings, Suggestions and Conclusions.

9.1 Findings of this Research Work.

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Findings Suggestions and Conclusion:

9.1. **Findings of this Research Work**: For the successful implementation of the various programmes of adult education in Manipur, the researcher made certain findings on the basis of the present study. They are related to the problems of organisation, administration, financial, production and supply of teaching-learning materials. Connected with the valley districts of Manipur during the post-independence period. These findings may be discussed briefly under the following heads:

1. **The Directorate of Adult Education, Government of Manipur should have a separate Director for the smooth functioning of the Department.** The present arrangement of keeping this directorate under the Joint Director of Adult Education is highly undesirable. This will facilitate in the organisation, administration and implementation of the various Adult Education Programmes including NAEP and NLM, TLC, in Manipur. Under the guidance and control of an able director, Effective control and management of the national and state programmes and projects need a separate and resourceful Director. He will act as a link officer between the State and Central Government in the effective implementation of various adult education programmes.

2. **A state level steering committee on adult education comprising of all the development Departments and other government agencies should also be formed for the proper co-operation and co-ordination among the various agencies having something to do in the field of adult education.** Lack of co-operation and co-ordination among various ministries and departments connected with the work for the development of deprived and distressed sections of the people are the main defects which prevail from the central to the state level. Organisations of adult education in this country including the state of Manipur.
3. The District level administrative Units may be set-up to facilitate decentralisation of the programme on the lines of scheme laid down in the National Literacy Mission, 1988 and 73rd and 74th Amendment Acts 1992. Missionery zeal is required on the part of the instructors and organisers for this programme taken up in the form of second chance education aiming at the welfare of the illiterate masses.

4. The special Resource cell in the Directorate of Adult Education may be upgraded to a full-fledged state Resource Centre, as it is done in 15 (fifteen) states of India. This will facilitate in the effective production of teaching-learning materials and training of adult education functionaries as per the needs and requirements of various adult education programmes. The present staff strength of this cell must also be increased as per the need and requirements for the effective implementation of adult education programmes in Manipur.

5. The Directorate of Adult Education should not delay in supplying teaching learning materials to adult education centres by all possible means. Allotted funds should reach the project officers (P.O.’s) in different districts in time. The delay in the distribution of teaching-learning materials and funds have a serious effect in hill areas of Manipur where there are difficulties in transportation and communication.

6. In order to help in the supervision work of the adult education centres, at least one vehicle should be provided to each and every project officer for both centre-sponsored RFLP’s and state-sponsored SAEP’s of adult education implemented at present in this state under different schemes.
7. Supervisors are the key persons who will link with the instructors on the one hand and higher authorities of adult education on other hand. They should be appointed on regular basis. Their consolidated pay should be regularised as early as possible and their pay and T.A. should also be paid in time, So as to avoid unnecessary financial hardships. It will be a kind of incentive while doing field works for the purpose of adult education by the front line workers of adult education in Manipur.

8. Project Officers and other high officials of adult education Directorate should pay regular visit to A.E Centres to encourage the adult learners as well as the instructors. Motivation is highly necessary for adult learners. So that they may have a sustained effort for their own sustainable development.

9. Before organising adult education centres in a village or a locality, it is necessary to conduct a survey of the area in order to identify the number of illiterate adults in the age-group of 15-35 years. At least, one centre can be opened for 30 illiterate adults. For the proper development of such a centre, cooperation of the people at the grass-root level is also required. It should be the responsibility of the instructor to create a congenial atmosphere for the effective functioning of the adult education centre under his control.

10. The instructors are the most important field level workers. The success of an adult education centre depends on the sincere service of the instructors. The honorarium of Rs. 100 per month is too meagre in these days when the price of essential commodities is high enough. So their honorarium be increased to Rs. 500/- or to Rs. 600/- per month. Job security should be given to them, so that they may fully help in the implementation of NAEP and NLM. Local leaders and local institutions should also co-operate with the instructors.
11. Recruitment of instructors should be done carefully as to be acceptable to the village community. If they are properly appointed from amongst the educated local youths, they will be able to bring desired result in adult education centres under their control and supervision. If possible, educated local girls and women should be appointed as instructors of adult education centres for the benefits of the illiterate girls and women.

12. Instructors will pay regular visits to the houses of the illiterate adults to motivate them. This will encourage them to come and attend the centre meant for them. On the other hand, he will also consult the problems of the learner with the village head men and other influential persons. Thus, instructors are the main-springs in the projects of eradication of illiteracy. In this way, the instructors will have to identify himself/herself with the local community and he/she will have to take the role of the changed agent of the society. This responsibility will have to be discharged in addition to the responsibility of literacy and numeracy teacher.

13. Over and above the literacy skill, lecturers and demonstrations relating to functional or vocational side like embroidery, weaving, wool-knitting, Tailoring, trades and commerce etc. should be imparted for the attraction of more adults to the adult education centres in their locality. The demonstrations must be on the application of improved and high yielding varieties, application of chemical and compost fertilisers, use of insecticides and pesticides, etc. will make adult education classes more lively and interesting for the learners coming from different professional and vocational background.

14. Instructors also can encourage the neo-literates by taking up motivational steps like displaying of posters on walls and street corners, broad casting on Radio and television, preparing wall newspapers and wall magazines. Film show and group discussion will also motivate the neo-literates to learn more and more. Occasional reading and writing competitions can be organised at regular intervals to encourage the neo-literates.
15. Special Extension lecturers by resource persons on rights and duties of citizens, free and compulsory primary education, constitutional save guards of minorities and back-ward classes, etc. will certainly attract the attention of illiterates adults. These topics are necessary for social and political awareness of the adults in addition to the knowledge of literacy.

16. The adult learners should inculcate the ideals of sanitation, good health, community health and hygiene, child care, etc. for effective development of social awareness among them. They will materially assist in the proper development of the adult education centres organised in their locality.

17. Orientation training course of the instructors should be of four weeks or so. They must be given enough time to use improved methodology in teaching adults and to understand adult psychology. Training at the project level can be supplemented by short term training programme. It will enable to solve new problems faced by the implementing machinery for the smooth functioning of an adult education centre.

18. Female instructors should be appointed for the female centres and male instructors for the male centres. This will help in free expression and free discussion of their problems with their respective instructors, because female and male have their own distinctive problems. In case, suitable female instructors are not available in the locality young teachers should be appointed as they can stand at the door step of the women learners at any time as recommended by the Indian Education Commission Report of 1964-66.

19. In some centres, there was no regularity in the payment of honorarium to the instructors. In some cases, the amount was paid even at the end of the course. Such delay should be avoided as far as possible.
20. The duration of the course i.e. 10 months or 1 year is short and insufficient. It may be extended to a reasonable period. It will help the learner in making their literacy skill, social awareness and functional skills more effective in their day-to-day life situations due to constant use for a longer period.

21. The supply of one or two lanterns for night classes of adults was not enough. It needs a patromax or electric bulbs for night classes. Appropriate contingency fund for buying kerosene oil or blubs, must be given to the instructors. It can be made the responsibility of the local community to take care of the seating and lighting arrangement of the adult education centre opened in their locality.

22. Regional newspapers and periodical publications must be issued to every adult education centres to update the knowledge of the learners. This will give daily information to the learners. Out of such materials, weekly wall newspapers and wall magazines can be prepared by the adult learners under the guidance of their instructors.

23. It is suggested to establish rural libraries for the neo-literates at suitable places or open new sections for the neo-literates in the existing village libraries. This will enable the neo-literates to continue reading habit after they had completed the course. The facility for circulatory or mobile libraries may be extended on priority basis in those areas which had not been covered by the facility of libraries. Timely production and distribution of reading materials to such centres are also essential.

24. The present special resource cell should be expanded and upgraded into a full-fledged state resource centre. This will enable to produce more teaching-learning materials for adult learners and increase in the capacity to train more and more number of adult education functionaries at a regular interval.
25. The number of supervisors in each project of RFLP and SAEP was not proportionate to the adult education centres to be supervised by them. There is no supervisor in ACEE, M.U. Two project officers are carrying out the works of the supervisor in addition to their normal duties. In the case of voluntary organisations also, there was shortage of supervisors. So, the number of supervisors must be increased for successful implementation of various adult education programmes taken up either by the State Government or by the Voluntary Organisations. Voluntary Organisations and Panchayati Raj Institutions are the best agencies for the effective implementation of adult education schemes.

26. One Unit of post-literacy and follow-up programme should be set-up in each district at an early date. This unit will look after the problems faced by the neo-literates and will prevent them from relapsing into illiteracy once again.

27. Voluntary organisations which took up the National Adult Education Programme in the recent past, should be encouraged to take up the programme again by providing enough fund by the State Government or by the Central Government, basing on their earlier achievements in the field of adult education.

28. It is also necessary to supervise and check whether the amount sanctioned by the central and state government was used properly for the programme or not. Necessary disciplinary actions should be taken up if there is misuse of fund by the authorities. Hence, timely monitoring of the effective implementation of adult education programme is required.

29. Political interference in the selection of instructors should be eliminated. This interference can appoint unefficient instructors and reject the promising one. This will hinder the progress of adult education centres. Unqualified instructors who do not have enough knowledge of Andragogy would not be able to teach adult learners well.
30. Political interference at the time of promotion of higher officials of the Directorate of Adult Education including Project Officers would create undesirable complexities in the working of this department. Such undesirable conditions would hamper departmental progress. Lack of proper co-operation and co-ordination within the same department causes failure of programme to a great extent.

31. It is suggested that incentives to the successful learners of an adult education centre and neo-literate can be given at the time of giving subsidy or loan from the Banks, D.I.C's, Co-operative Societies etc. Such incentives would enable adult learners to supplement their earning and they will take keen interest in completing the course successfully.

32. Directorate of adult education has the sole responsibility for RFLP and SAEP. There were some delays in receiving government approval of the project in some year, causing gaps in opening adult education centres. The gap periods of Imphal RFLP are given below:

(Source: directorate of the Adult Education, Official Record)

i) 2.1.87 to 31.1.88
ii) 1.2.89 to 31.5.89
iii) 1.6.90 to 31.10.90
iv) 1.8.91 to so far.

From the above situation, it is clear that no adult education centre had been opening since August, 1991. Adequate fund allocation from central government is required for opening RFLP centres. At present, SAEP centres are also not functioning for want of adequate fund from the state government.
9.2  **Suggestion for further improvement:**

The efforts made by individual persons and institutions regarding the adult education programmes can be a clear example and suggestion for Manipur State. In this regard, the following points can be discussed.

1. The personal interest and initiative taken by Dr. Syed Mohammed, the then education Minister of Bihar during Mass Literacy Programme, 1938, can be a good example for Manipur. Strong political backing and the ongoing freedom struggle gave considerable support and strength towards the campaign. The frequent visit by the political leaders to the literacy centres gave an opportunity to the learners to interact with them and develop a feeling of importance in their mind (India Adult Education, Directorate of Adult Education, 1993, P.49).

2. The model of 'Little Teacher's Movement' initiated in the Purnea District (Bihar) by S.M. Alam, Inspector of Schools, during 1939, can also be a good example for officials of Manipur. 62 boys (aged 10) of Kasba Middle School (English) were trained to teach their female relatives and women in the neighbourhood. These little teachers succeeded in teaching 150 women literate within a period of three months. It can be a model for Manipur also. (India Adult Education, Directorate of Adult Education, 1993, P.53).

3. The biggest achievement of the Mass Literacy Programme was the human and material resources raised through the non-governmental sources i.e. printing literacy primers and teaching charts freely by some publishing houses, supply of Patromex lamps for night classes and contribution of adequate fund for the campaign. Voluntary and NGO's of Manipur should be encouraged in this line.
4. The continuous and committed leaderships of B.R. Patil, the Inspector of Schools in Satara District, Maharashtra, was a great source of inspiration to the teachers to participate in the Gram Shikshan Mohim during 1960's. 30,000 adults were imparted literacy during 1958-59 and during 1959-60 nearly 21,000 adults became literate in the districts. This will be a clear example for the officials of Manipur State.

5. In 1989, Ernakulam District in Kerala was turned to a fully literate district in India under Total Literacy Campaign (TLC). This district had three specific advantages viz. (i) Committed leaders, (ii) Optimum size and level of development, and (iii) availability of key persons. The role taken by Kerala Shastra Sahitya Parishad (KSSP), Kerala Association for Non-Formal Education and Development (KANFED) and other Voluntary Organisations was exemplary. Among 20,000 instructors utilised in the campaign, 62.16% were women. This was a big asset to the campaign (India Adult Edn., Directorate of Adult Education, 1993, P.68). 198 districts followed the foot steps of Ernakulam for total literacy. Total literacy campaigns must be undertaken in different districts of Manipur.

9.3 Conclusions:

The present study highlights that the performance of adult education programme in Manipur is neither a total failure nor it came out in flying colours as it is done in some states of India like Kerala, Delhi, Tamil-Nadu, etc. The literacy rate of Manipur (60.96%) according to 1991 census, is in the mid-way between the highest percentage of 92.80% of Kerala State and lowest percentage of 24.60% of Rajasthan State. Looking at the progress made by the Kerala State towards “Total Literacy Campaign,” Manipur State had to go a long way towards that direction.

Some specific points can be considered regarding successful implementation of NAEP, NLM and Total Literacy Campaign in Manipur. They are -
1. Community participation is of great importance in the successful implementation of the National Literacy Mission, 1988. The present study has given importance to the instructors who are like king-pins of the programme. They are responsible for community participation in the lower level, seeking the support of local leaders, pradhans, school head masters, social workers, politicians and religious leaders. Most of the social and political leaders reported that they were not approached by the instructors for help in organising adult education centres or were not invited in the inaugural function for delivering talks on the occasion. The point is quite clear that mass involvement is the key to success to total literacy campaign.

2. Supervisors and project officers are the persons who are next to the instructors in importance. In adult education programme taken up by ACEE, Manipur University, project officers took the responsibility of the supervisors. Supervisors and P.O's must motivate both the instructors and the adult learners on the one side and submit reports of the progress of the work to the higher officials on the other side. If there is no intermediate link, the progress of the campaign might have been very slow. Instead of following rigid administrative procedures, they must look into timely supply of teaching-learning materials, seating and lighting arrangements of the adult education centres.

3. During the field investigation, it is observed that the adult learners who are the recipients of the programme, are found to be ignorant and too simple minded. The learners could not understand the value of opening adult education centres. Regularity and punctuality in attendance are necessary during the whole course of 10 months or 1 year. The values of the programme i.e. literacy, functionality and social and political awareness can only be achieved only when the adult learners are interested in the adult education programme. Promotional and other developmental programmes can be undertaken only when the recipients are ever ready to receive the end-results.
4. Co-operation and Co-ordination between the Ministerial and Departmental level are highly required. Ministry of Education, Agriculture and Information and Broadcasting must co-operate fully in implementing NAEP, NLM and TLC. In the same way, different developmental departments like Education, Agriculture, Industry, Fishery, Veterinary, Information and Public Relations, etc. must co-ordinate and co-operate for the successful implementation of NLM and TLC. In this way, various agencies will extend their help in this national movement meant for the welfare of the masses.

5. An effective strategy must be designed for active participation of the community leaders not only in the implementation of the programme at the district level but also at the village level where adult education centres are operating. The instructors, supervisors and project officers who are in the front line working for the implementation of adult education programmes must approach local leaders, educationists, agricultural and veterinary officers for their help at the time of needs.

With the change of social scene in Manipur, people are becoming conscious of the present social life which aims at happy and prosperous life. Quality education is demanded by the people. They are dreaming for a prosperous life of twenty-first century, with the help of education, science and technology. All Manipur Students Union (AMSU) demanding for a quality education organised a seminar at Manipur University during February, 1996. The seminar organised by AMSU aimed at the Unity of different branches of Education. Prominent scholars submitted their papers regarding vocationalisation of secondary education, value oriented education, scientific temper in education, etc. Mass literacy cannot skipped off from our view. So, adult education as a movement for mass literacy cannot be lost sight off. It must be undertaken with a missionary zeal as part and parcel of National Literacy Mission and Programme of Action 1992.