Chapter VI

OBSERVATION AND SUGGESTION

After careful analysis and study of the data regarding the development of adult education among the SC population in the district of Undivided Kamrup it was observed that the programme of adult education has made a positive effect on the lives of the SC population, particularly in respect of spreading of literacy, as the percent of literates among this community have increased favourably. At the same time some drawbacks have also been noticed. The data indicates quantitative progress achieved through the scheme but commensurating qualitative progress can not be noticed. In this chapter attempt has been made to offer some suggestions to bring quantitative as well as qualitative aspect of the scheme.

The para 1 of the proceeding chapter reveals that nearly 22% of the learners were found to be over aged i.e. above 35 years of age. The present thrust of adult education is on functionality and awareness as literacy is sine qua non of these two factors. In framing the scheme the productive aspect of the country was also kept in view. For purposes of augmenting productivity and increasing output the age group 15-35 years is regarded as the most potential one. This most vital and vibrant group is offering the real work force.
to the world of work. In case of learners enrolled beyond this age group, the purpose of the scheme appears to be deviated. The field study reveals 22% deviation from adherance to the recommended norms of adult education scheme in respect of age of the learners.

Agricultural labourers and farmers are forming the largest group of the learners. This may be treated as an advantageous factor for the management of the centre, as agriculture is the life of the nation and 80% of the population is depending directly or indirectly on it. The agriculturists and the agricultural labourers can be taught on deployment of modern technique to increase production, to prevent the wastage of products in the way of collection, the use of improved and healthy seeds, the use of manure etc. The measures to be taken on prevention of spread of diseases in plants may be the other aspect to be dealt with this group.

The entire group of the learners may be split into smaller groups depending on their field of interest and field of engagement. The lessons taken with different groups as per their need may be more attractive and effective. In taking the subject in general class irrespective of interest and utility of the learners, one evoke interest in some and disinterest in others ultimately leading to a situation of half gain and half loss.
In para 4 of the foregoing chapter it is revealed that the learners were not all illiterates, as was deemed to be. It is an admixture of literate and illiterate ones, literate in a sense having some knowledge of 3 Rs. About 41.2% of the learners were school drop-outs with minimum background of years of schooling and few were even having 5 years of schooling experience. Nearly 58.8% of the learners were rec-illiterates the scheme intended to cover.

The non formal education programme (NFEP) was ev-ident to cover the school drop-outs or the people those who could not complete the formal schooling due to varying reasons. In fact these people ought to have been diverted to the nearby NFEP centres.

The unequal level of learnings of the learners gives rise to the necessity of a heterogenous approach in dealing with the literacy lessons at the start of the programme. It is feared that the lessons taken in the initial stage of the programme may not appear equally attractive to all the learners due to the varying background of literacy and ultimately a batch interested in the programme and another not interested in the programme may appear. The heterogeneity in the group is to be avoided and uniformity attained for an even success of the programme.

Majority of the learners stated poverty to be the main impediment on their way of attending formal schooling.
Specially in case of the female learners, besides poverty, social prejudice pre-occupation and unsuitable sitting room of the AE centers were also noticed.

The SC learners covered under the study were mostly engaged in fishing, fish related trade, pottery making, ornaments making, farming etc. to mention as their main occupation for livelihood.

Fish is becoming rare and its trade by the indigenous fisherman is also gradually losing ground. The meaning of the statement is not that fish has evaporated from the market and people have ceased to eat it. Fishes in large quantity is pouring from outside the state. The recent trade has become sophisticated and has changed hands from the poor indigenous fishing community to the rich and middle town people.

Earthen potteries occupied an important place in the rural household of the Assamese people. The pottery used to flourish as a cottage industry in the countryside but gradually the introduction of aluminium, plastics etc have been replacing the indigenous trade of the local people bringing almost to an end of this age old profession. Ornament making has become too much sophisticated and the product of the traditional makers have become obsolete.

The people from the SC community, those who were
engaged in craft, pottery making, ornaments making etc. are gradually being evicted from their traditional livelihood.

Majority of the learners as had stated poverty to be the prime impediment on their way of the attending formal schooling appear to be real and founded on truth as have been revealed above. Reference can also be drawn of this to the irregular attendance in the A.E. centres.

The failure of the society, the failure of the democratically selected public representatives to foresee the future state of these indigenous trades well ahead of time has ultimately led to the present situation of no remedy but to surrender.

The backward illiterate learners from the A.E. Community, if can be made aware of their position and helped in organising themselves to face the situation collectively and venture to upgrade their skill in the trades they were engaged, the functionality of adult education scheme could be taken as well served. The learners can be made aware of the poverty elevation programme under taken by the government at different stages and different form.

Social prejudice is a receding phenomenon and it can be combated by a well planned and well organised motivational programme under taken in collaboration with the local people.
In adult education scheme there is no hard fast rule on arranging classes in the centres, it is left with the field functionaries to adjust the convenience to the learners. The time suitable for most of the learners to attend should be the time of sitting of the centres. The exposer of the instructors to the situations of the learners may enable to sort out this problem and motivate the learners to attend centres regularly.

**FUNCTIONALITY NEEDS DUE EMPHASIS**

Adult education is a matter of three functions - literacy, functionality and awareness. To be self dependent to carry out all the functions of the components of adult education, learners are supposed to acquire the ability of reading, writing and a bit of arithmatic. The meaning literacy ordinarily contains is the knowledge of 3 Rs. only. But in the present scheme it is some thing more than this. Functionality has been emphasised in the scheme. Functionality denotes activity in which a person is engaged and that it must be improved and made more productive.

The per capita yield of the country is one of the lowest of the glob. The technique used for production in the field is still an obsolete one. In whatever form the cottage industries are there in rural areas, these are still using the age old technique of production. As such the per capita income of the country is one of the lowest in the
world. To augment the income, to give a push to the standard of rural living is the need of the hour for the Country.

It is therefore due emphasis has been put on functionality component of the scheme while formulating it.

Para 27 and 28 of the proceeding chapter reveals that formal type of transaction of lessons on knowledge of the learners were taking place in most of the centres. The differences between formal and non formal types had been almost wiped out. It is almost an all out effort on method, technique and manner of transaction of lessons in a formal institution.

A separate manner of approach to the technique has been suggested for adult education in view of the age, experience and social status of the learners. In view of all these above the handling of learners of adult education cannot be similar to the handling of the learners from formal education. The level of understanding of the learners may be sufficiently higher. The adult illiterates may not be learned but they are wise, the wisdom they have acquired through experience of life. These qualities of the adult learners sufficiently warrent the adoption of special technique to handle.

In adult education literacy is the gate way to functionality and awareness. Functionality has been tried
with special emphasis, as upgradation and improvement of the technique and efficiency that can help upgradation of the trades in which the learners are engaged. This ultimately may lead to enhanced output and a progressive life.

Awareness is treated with equal emphasis with that of the functionality so that the learners can be well aware of his environment and draw the benefit offered through various welfare schemes by the state. The benefit that can be obtained from the developing departments and can guard themselves against all sorts of exploitations of the previledged section of the society.

Para 8 and 9 of the foregoing chapter rudely indicates the lack of proper attempt at transacting business on this important aspect of the scheme. However para 11,12,13,14 of the same chapter reveal the important and encouraging aspect of importing effective lessons in awareness. The learners have admitted to have been benefited by it. The awareness lessons are some what theoretical but functionality involves practical knowledge with a bit of involvement with the aspect of functionality of the rural life. Here lies the difficulty in dealing with this important aspect of the programme.

The suggestion to offer, in view of the above observations is to make the imparting of lessons
functionality more attractive, effective and interesting to the satisfaction of the learners. To achieve this, training of the instructors on functionality is to be made more effective and meaningful.

The aims of the programme was to meet this demand desires of the learners. It may not be possible on the part of an instructor to acquire knowledge of all the trades which the learners are interested. For this group, training in different trades may be imparted to the instructors. The services of these batches of trade instructors can be utilized under exchange programme in different centres. The local talents may also be utilized for training of different trades in the centres.

**MOTIVATION**:- Literacy scenario of the Country was far from satisfactory on attainment of independence from the foreign rulers, inspite of rich cultural heritage, adorable ethos, moral values and strong educational background. At the emergence of India as a free nation the foreign rulers of the Country with only about 15-18% of literacy. To make democracy viable, to strenghten its base, the spread of literacy was deemed to be the need of the hour. The need to make people aware, of the new environment, responsibilities brought by it on them and the urge to augment the low standard of productivity were the dimension to the already existing adult education process. All these were taken care of while formulating the...
scheme. After lots of fan fare and publicity the scheme was launched in 1978 in India. Assam followed the country and introduced the scheme in 1980 in its territory.

The aims and objectives of the newly drafted scheme were laudable and lofty. Special emphasis were laid on the backward SC and ST communities and on their development. Society, socially divided, economically unbalanced may be far from balanced development morally, socially or economically. It may stand as a hindrance to the all-round development of the society.

During the course of the study the researcher took extensive visit to the areas inhabited by the population and the institutions and offices connected to the adult education programme. Discussion, discourses have been arranged with the instructors, supervisors, the donors, selected public men and the officers of the department, officers from the field and as well as from the headquarter.

The intensive analysis of the data, the record collected and observations made from the discussion and dissimilation, the researcher, has come to a stage to ruefully that the progress of adult education is not rosy in general, as expected it to be, barring some attainment in the case of the SC Community of undivided Kamrup District Assam.
The study has revealed the short comings in the process of implementation of the scheme in the field. The problems are sorted out as follows:--

1. **Motivation:**
   - a) Lack of motivation of the public of the area.
   - b) Lack of proper motivation of the functionaries.
   - c) Lack of proper motivation of the functionaries.
   - d) Lack of proper motivation of the learners.

2. Irregular supply of teaching and learning materials.
3. Poor quality of the teaching aids.
4. Supply of insufficient support materials.
5. Irregular payment of remuneration.

**MOTIVATION OF THE PUBLIC, SPECIALLY THE PUBLIC OF THE AREA UNDER OPERATION OF THE SCHEME**

Prior to launching of a society-oriented programme, the necessity of taking up of a well laid motivation programme is deemed to be not only necessary but essential. The public in general is needed to be
of the aims and objectives of the scheme with the beneficiaries intends to bring to the society at large in order to create a favourable atmosphere for its acceptance. More specifically the public of the area of operation of the scheme is needed to be taken into confidence and apprised of the aims and objectives, as their association with the progress of implementation may be an essential factor. Specially in the rural and backward areas, the association of public can not be thought of in separation with the progress of the scheme. The public i.e. the conscious public, may work as watch dog in every step of progress of the scheme and as such it is the imperative necessity of their association and involvement.

This part of the programme is treated as essential. Man to man contact for purpose of motivation may not be possible for the man and machinery of the department. At contact by the enlightened and conscious local people may be easy as the contact may be in place and time of convenience of the learners, say the field, the village road, the village library, the schools, the field, the village panchayat, the club so on and so forth.

MOTIVATION OF THE TARGET GROUP

Motivation of the target group, here in this case illiterate adults of the age group of 15-35 years, essentially needed to be undertaken well ahead of
planned action to implement the public beneficial schemes like the adult education scheme. The target group is needed to be conscious and convinced of the aims and objectives of the scheme. They are to be given to realise the benefits the scheme is going to bring to them.

Unless and until the target group take by heart the aims and objectives, so to say they are convinced of those the realisation of the success of the scheme may be a distant proposition. As apparently most of the target people are going to loose some of the immediate benefits they are otherwise deriving from their engagement in house work, in repairing agricultural appliances, in preparing fishing devices, in hand looms, in knitting etc. etc.

Once they are convinced of the ultimate gain they are going to reap through literacy, functionality and awareness the success of the scheme is eminent.

Para 6 and 7 of the foregoing chapter indicated efforts undertaken to motivate the learners prior to the launching of the scheme, but it is felt that much were needed to be done in the grass root level. The instructors did try to motivate the learners but efforts by other agencies in the society, the voluntary organisations, social workers media all were not conspicuous.

The feelings that transpire from it is a
hearted state effort, with active public involvement or no dearth of people coming forward for taking up assignment in different level of the scheme. The moot question seems to be if they came with proper realisation of the aims and objectives of the scheme, with spirit of sacrifice and dedication.

**MOTIVATION OF OTHER FIELD FUNCTIONARIES AND THE OFFICE FUNCTIONARIES.**

The third group needed to be properly motivated. The field functionaries are needed specially to be motivated towards acceptance of the scheme by heart. The scheme is speical one in its nature and duties. It is voluntary part but also remunerative in part, that does commensurate with the necessities of maintaining livelihood by the workers. Looking into all these it may be said that unless and until the spirit of sacrifice and services are imbibed it is needless to mention the engagement of persons devoid of such spirit as useless and the result to be fruitless.
Observation made in para 30th and 31st of the foregoing chapter indicate the degree of motivation carried out amongst the instructors prior to their engagement in the scheme. The remuneration paid to the instructors is said to be the motive force behind their willingness to join the scheme.

The other group that may embrace the supervisors, project officers (P.O.) the office functionaries all needed to be properly motivated. The SOs, the P.Os, Directors all are required to maintain offices with teams for maintaining records and guiding the field staff. All officers along with their staff are needed to be well aware of the aims and objectives of the task before them. With the firm conviction of the field functionaries and the quarter functionaries on the very objectives of the work the attainment of the goal may remain in incomplete realisation. In Assam this exercise in case of the field functionaries may have evaded the attention of the planners of the scheme.

Prior to the launching of the scheme sufficient was taken to popularize the scheme through wide publicity arranging discussion, discourses in different levels through the electronic media and radio etc. But all efforts were mostly urban based. As revealed in para the foregoing chapter the publicity effort was not found to be adequate.
The researcher visited the centres while collecting the data connected with the study. During the course of such a visit an uneasy enthusiasm could be observed specially within the aged women folk for inclusion of their names in any particulars, the researcher sought from the field functionaries. The motive behind this enthusiasm is known to be the expectation of the illiterate learner for material gains out of the AEC.

It is as such evident that the illiterate masses in the centres were motivated more by their urges of deriving some material benefit more than the urges of acquiring a benefit the scheme offers. It reveals the inadequacy of an effort of motivation in reaching the rural illiterate masses.

An observation, though not directly connected with the subject matter of the thesis but can not escape the attention of any conscious person of the society, as a product of the study the problem of the unemployment that is looming large in the rural areas of Assam.

It is recommended that while enrolling instructors may be seen that mature, experienced and having background in social service or a school teacher possessing the philosophy of social services or full time social workers engaged in some voluntary organisations, are given priority.
The number of such worker to be engaged may be much limited at the present situation of the society. Moreover the unemployment situation of the state may not allow the engagement of the desired batch of workers against the scheme as had been revealed by the study.

The volume of the project may have to be reduced to the extent it is manageable and persons with aptitude work as desired in the scheme might have been engaged in success of it.

Proper importance is to be laid on a detailed or rather micro survey to be carried out prior to the launch of the scheme.

A house to house survey is to be conducted to locate the exact number of eligible illiterate of project area. The motivation of the illiterate learners are to be carried out at this stage.

A net work of unorganised village libraries functioning in Assam uncared and unseen by any authority in the state. Some of these libraries may be celebrated centenary celebration. These libraries, the village could be very well be utilized for the scheme. In draft of the scheme such ideas were incorporated in these practice how far these could be materialised is a query remaining unanswered.
The village panchayat, along with the village health may be the most effective functionaries to be associated with the programme, provided they can be motivated by sincerity, seriousness and dedication of the functionaries of the scheme. These are all incorporated in the preamble of the scheme but some what found to be missing the link.

Assam is in possession of a well organised network of roving theatres and this could very well be utilized for purpose of motivation of the scheme. The appeal it could make, the impact it could produce could have been beyond what could be conceived. But the possibilities remain unexplored inspite of the high potentialities it possesses.

In motivating it is needed to be known that achievement is a pleasure and it is associated with factors like success, reward, praise and approval of others. The principle of the effect may also be worded as follows: Other things being equal, when learning tends to satisfy or agree with one's motivation, it is strengthened, whereas does not satisfy or agree with one's motivation, it is weakened.

Success of the functionaries are to be duly appraised and rewarded, specially the field functionaries.
instructors. Their enthusiasm, involvement and sincerity go a long way in achieving the goal. The outstanding achievement of the field functionaries are to be noted within the broader field functionaries so that these work ultimately as a stimulating factor in introducing spirit of healthy competition within the field functionaries.

Intrinsic motivation is always to be preferred as it is the direct outcome of the interest enjoyed by the involved persons but the effects of extrinsic motivation also required to be borne in mind as these can give rise to negative influence within the minds of the involved learners and functionaries.

Sportive way of teaching is recognised to be the best way, provided the field functionaries can motivate the learners by way of initiation of such innovative methods. But it is to be seen that all the learners may prefer the playful method initially due to their restless and serious habit.

Use of audio visual aids, display of charts, etc. may accelerate the gain from the scheme.

SURVEY: Para 32 of the foregoing chapter reveals how the survey conducted, the data collected and utili
planning of the projects. It has also thrown some light on these data and particulars were given the second consideration in preference to some other factors. Technical, non scientific but of political in nature, no doubt that the scheme envisages to cover the entire area in phased manner depending on certain priorities like social backwardness, economic backwardness. The priorities were to be decided depending on the data collected over and processed but in case of most of the cases of selection of site, the decision were influenced by other extraneous considerations. As a consequence of this non data based selection of site of the projects, the projects suffered from isolation from related sister departments and places some undeserving areas were got selected leaving out more deserving ones giving rise to public resentment.

Survey is treated to be the first priority of activities of a project. In case of adult education, the target group is the illiterate masses of a place. Arriving at a decision on location of a project the number of illiterate of the age group of 15-35 years are accurately ascertained. Survey records along with other factors enable to decide on the priority of selection of an area of the A.E.P. Apparently it is the number illiterate persons that is taken into consideration locating a A.E. project.
The survey as mentioned above has various dimensions. Apart from knowing the number of illiterate persons of the area of operation, the functionalities in which the illiterates are engaged, the level of their achievement in the respective field, the possibilities of improvement in their field of cultivation, the possibilities of new ventures those can be opened for them etc. The level of awareness of the masses concerned is also to be gauged. The other factors like the availability of suitable places for the centre, the co-operation of the local people, the local officials and prominent persons all are to be known beforehand so that involvement of all can be desired and secured at the right moment.

The suitability of the soil is tested before planting a tree i.e. expected to give good fruits, so is the case with the placing of a project. Any deficiency of the soil has to be known and nourished to make it fit for the plantation. So is the case with the A.E. project, the deficiency of an area in connection with the Adult project are also required to be known for purposeful implementation of it. Negligence in this respect may lead to partial realisation of the aims and objectives of the A.E.P.

The suggestion is therefore to conduct a purposeful and objective based thorough survey of the areas to be included within an intended project. It may be helpful if persons with proper background and abilities are engaged.
the survey work. The data may need proper interpretation in the lead to be given in case of the components other than the knowledge of 3 Rs. The aims of Adult Education is necessarily the imparting of knowledge of 3 Rs. but is something more. It is also a venture to help in upgrading of the functioning of the trade in which the illiterate masses are engaged. The intention is also to create a proper atmosphere of awareness within the illiterate masses so that they can enjoy the benefit of the welfare schemes etc. initiated by the State. It was also in the aims and objectives of the scheme to relieve the illiterate masses from exploitation of the opportunistic section of the society.

To implement the project in its spirit and context, the formulation of a comprehensive plan was the utmost and the plan was to be based on data collected through detail survey based on scientific mode and temper to give the plan a sound basis.

Micro planning is to be restored to depending micro-survey for purpose of locating every illiterate individual of the society so that due attention can be paid on individual basis. Even during the survey itself the motivation of the illiterate individual may be carried and tried to understand the problems for which they failed to avail the formal schooling. Some of the grievances can
attempted for redressal if possible, through good office of the instructors. This may encourage the learners to attend A.E.C. in large number.

LOCATION AND TIMINGS OF THE ADULT EDUCATION CENTRE

Most of the centres are located in public institutions like schools, club, library etc. Some are also housed in Namghar, Masjid, Masque etc. The location, timings of the centres do have influence on the effectiveness or functioning of the centres. In case of cosmopolitan areas, due to prevailing conservatism of the older generation, people of the one belief may not feel convenient to attend centre in the religious institution of the other. Moreover some restrictions may also be there on movement of people of different faith and sexes.

Public schools, library, club are the best places for locating Adult Education centre. In para 33 of the foregoing chapter it is shown that 56% of the centres are housed in school building, 11% in Namghar and Temple, 18% in private houses.

The location has an influence to exert on attendance of the learners. In case it is in isolated places or one-sided area, the attendance observed to be dwindling.
Likewise the timings of the functioning of centres also has some influences on the learners. Generally evening time is taken to be most suitable for holding classes for majority of the learners, as this is the time of rest for them, mostly engaged in the field of agriculture. But timings can be adjusted as per suitability of the learners so as to enable them to attend the centre. The timing in fact should be different for the centres enrolling the housewives, evening time before the dark is regarded as most suitable for them and classes in these areas are arranged just in the afternoon.

In the broader guidelines issued from the Adult Education side the timings of the centres is suggested to be adjusted as per conveniences of the learners. It is only in that case the learners may feel convenient to attend the centre freely, sportively without botheration. When the learners are feeling free, sportive they can accept more things and digest more things. It is this atmosphere that is required to be created in the centres to the best of the benefit of the scheme.

Under the circumstances it is therefore suggested that the site of the centre be selected in a central place suitable for all to attend it.

It is more well coming if the centres are placed...
public school which is a common place for all and all acceptable to all.

The place of the centres for house-wives be in the locality from which the ladies are drawn and the timings also to be fixed as per their conveniences. There should be an unconventional meeting in the A.E.C. for the house-wives and the timings of such meeting to be decided by the instructor or instructress as per observations made on the mode of living of the housewives or as per consultation with them. It is necessary as most of the housewives are generally feeling shy to attend the centre in a formal atmosphere. In fact the atmosphere and the practices in the A.E.C. need to be non formal and involving.

NEED FOR TIMELY SUPPLY OF TEACHING AIDS TO A.E.C.

In realisation of the goal of any educational programme three things like- students, teachers and teaching aids are deemed to be the priority components. The same holds good in case of adult education too. In case of adult education the essential components are the illiterate learners, the instructors and the teaching aids. The teaching aids however can be of two categories. The learning materials like the readers, the black boards, slates, pencils etc. which are directly helpful in imparting lessons
in the centres. The others are also equally important required but can be put in the 2nd priority list like Kerosine oil, pamphlets, Video Cassettes, Films etc. - items of the 1st category along with K.oil and contingency grants are required along with the start of the activities of the centres. Most of the centres are situated in rural areas and supply of electricity on regular basis is yet a dream to be realised. As such K.Oil and lantern are the constant companion of the programme from the very start of activity in the centre.

The instructors are required to follow a definite line of succession in transacting literacy lessons from ready prepared by the experts.

Moreover an uniformity is required to be maintained giving lessons through out the programme so as to gauge the progress of learning in all the centres.

The use of black board as an essential aid of learning is required along with the start of activities of the centre. It is required for demonstration and practice of reading and writing. Over and above using ready pamphlets, wall hanging etc. it is desired that films, Cassettes etc. be also used to acquaint the learners with the progress of the programme in other places for purposes of motivation. For mutual benefit of both the learners
instructors Filmshow and Video shows on the technique method used in imparting lessons in progressive areas also needed to be arranged.

Para 17, 18, 22 and 23 of the foregoing chapter report that the teaching aids including the support materials are usually supplied much behind the start of the programme, is widely complained by the instructors and the supervisors while conducting interviews with them. Sometimes it happened that the materials reached the centres almost at the rolling up of the activities of the centres.

Most of the centres were run in the evening times as to enable the working learners to attend the centres. Centres were housed generally in public schools or public institutions, Electricity was hardly available in these places and lanterns were generally in use in these places. When contingency grants for purchase of K.Oil etc. were regularly and timely available, the progress of the work can easily be comprehended.

Together with the irregular supply of teaching and support materials the supply of poor quality materials were also complained. The teaching community is acquainted with reaction of the young children when books are supplied for their new classes and the reaction when new books are not supplied. The reaction
the illiterate learners are expected to be of the same nature when books and support materials are not supplied in time. This may be deemed to be a factor for growing aversion of the learners towards the centres. Under above circumstances the feelings of the instructors and supervisors were observed to be pathetic and helpless.

On the other hand the supply of teaching materials in 16% of the centres managed by voluntary organisations was known to be regular and timely. To influence the atmosphere of the project as a whole by the activities of these centres number of centres may be insignificant.

Purchase of materials appear to be a problem. The problem is more acute when purchase of a considerable dimension is associated with any scheme or project. It is observed to be causing lots of unnecessary worries and concern and this becomes one of the reasons of delay in the progress of the scheme.

The suggestion therefore is to completely separate the purchase from administration of the scheme. The administration get unnecessarily bogged down in these cognitive aspect of the scheme.

The purchase can be made through any agency with proper assurance of supply of quality materials in time.
The above were the observations made from discussions and interviews arranged along with the field functionaries while visiting the centres.

In many of the centres complaints were received from the instructors as well as the learners on quality of materials, specially the slates and the lanterns. They complained of the inferior quality of these materials, at times compelling the users to abandon these in the mid way of the course.

This too has an adverse effect on the learners resulting in their detraction from the activities of the centres.

These are some of the impediments which can very well be removed by an honest and sincere approach by the executors of the scheme. The public representatives do have a duty to perform here too.

**NEED FOR UNINTERFERED FUNCTIONING**

National schemes are drawn in the background of national and international studies carried out and experiences acquired out of it. The adult education scheme is also one of this type. It has a background and a history of international dimension.
In India adult education has undergone several and significant changes over the periods. In pre-independence time adult education programme emphasized with mass approach and with the advent of independence focus was shifted to civic literacy and the late 60's to the emergence of functional literacy. The next two decades witnessed a variety of adult education programme which stressed non-formal approaches and gave equal weightage to literacy, functionality and social awareness. Today adult education is projected as the national literacy mission.

Thus the development of Indian adult education may be viewed as the gradual transition from the movement to the mission, the emphasis shifting from mere literacy to a developmental perspective. Such is the significance of the scheme at the national panorama.

Adult education is not alternative to formal education but a necessity with its own dimension and sphere of activities. Ignorance and poverty are the two fundamental problems faced by the Country. Both the problems are directly related to illiteracy and illiteracy breeds poverty. It is the economic, political and social developments that are closely related to adult education.

Adult education is neither something new nor...
isolated phenomenon of a certain nation. But its import is realised through out the globe, where most of the nations are either under developed or are developing.

The roll of adult education can not be underestimated in a country where half of the population is illiterate. Within the literate half how much are literate to the spirit of the new definition propounded by UNESCO in Tehran (1956) is a matter to be viewed through the replacement of thumb impression by rudimentary signatures not regarded as adult education.

Rising above any political platform the effort needs to get the objectives of the scheme realised in full for the good days of the nation and its healthy growth. In practice what has been done is revealed in para 32 of the force to chapter. The procedure and practices all had been pushed to the background and it is the political will that prevails, say in selection of the site of the projects, engagement of field functionaries etc. Thus the ideal engagement of dedicated people and people imbied with the spirit of sacrifice had all been overlooked.

When such a scheme of national and international significance is reduced to such insignificance the degree its attainment can easily be comprehended. The learners in para 9,15 of the preceding chapter had expressed
eagerness to continue learning in the centres. They came to acknowledge the benefit brought by the scheme. Still the success of the scheme is partial so far the objectives of the scheme is concerned.

The success story of adult education is no there in press and public. Looking into the sad plight progress of the scheme in the hands of - The immediate functionaries and unmindful management, the scheme has recasted and marketed as total literacy campaign, only the authority transferred to the district administrator the D.C. of the District. The old saying 'Old Wine in a Bottle' is also equally applicable here, as the change in authority of the districts to the D.C. keeping all the functionaries in fact can hardly be expected to deliver goods worth the value.

In view of all the above, the suggestions to may be to carry out a programme of awarerness within public, the field functionaries the administrators including the politicians irrespective of party affiliation. The interest and objectives of the scheme is to be taken above all interest. The interest of the nation is to be treated supreme and allowed to prevail. The more the involvement of the NGOs are there, the more the achievement can be the
QUALITY OF INSTRUCTORS AND OTHERS.

The instructors are the most important functionaries of Adult Education Scheme. They are in close contact with the illiterate learners of the centres and such they are the immediate authority of the A.E.C. (Adult Education Centres). The way the abilities, personal impression of a teacher of a school counted foremost in the success of a school so also the success of a A.E.C. to greater extent depends on the ability, personal impression, training of an instructor of the centre.

Para 30, 31 of the foregoing chapter demonstrates clearly the quality of instructor engaged in implementing the scheme and the motive force behind these instructors in enrolling themselves in the scheme.

The main thrust of the scheme was dedication, sacrifice and service and without these spirit the enrolment of field functionaries seems undesirable.

The suggestion for part-time engagement of the functionaries, specially the instructors was made at the time of formulation of the scheme and the idea behind was to get the experienced, dedicated service minded people for it. People engaged some where preferred to be inducted in the scheme on part time basis as because of their age.
experience, they were expected to be more responsible and dedicated. In suggesting this the main thrust was on teachers, workers of education related institutions, service organisations etc. as they were expected already having some background of work of the type they were expected to carry out.

But in actuality it is observed that the bulk of the institutions were full time workers of some institution or organisations, unrelated to education. A sizeable number were also full time adult education workers in their spare time. Teaching is a profession demanding certain qualities such as dedication, resourcefulness, persuasiveness. The learners were mostly aged and to tackle them aged and experienced persons were to be preferred as instructors.

In practice it is not there what is said to be there but something deviated too much to satisfy the unethical ill motivated few. The public representatives are needed to be taken to confidence and apprised with details of the scheme without losing the very essence of the scheme and its practicability of attaining the goal.

The revelation made in para 30 of the preceding chapter indicates the sole motive behind the acceptance of the instructorship to be the remuneration.

The remuneration offered is a token payment
realisation of the service offered by the instructors can not be termed as pay and allowances. It was also conceived that some of the functionaries shall depend solely on this earnings for maintaining livelihood. In fact this what not happening in the field.

The spirit of the scheme had never been in question. The utility of the scheme is needed to be properly realised in view of the obligation of the State to make its subject literate, aware of his or her position in the society and aware of his or obligation towards the society in improving his/her skill of the profession or engagement.

The suggestion in this respect to offer are to revise the sizes of the scheme or the project to the capacity of the management, as it was seen that sizeable numbers of dedicated service minded field functionaries are available to man the project. Most of the instructors have seen trained prior to their engagement in the project but still the training was not found to be adequate to indoctrinate the instructor with the real spirit of dedication and service.

It may take a longer time to cover the stipulated population but still it may be worth while to wait that persue the scheme with half hearted people for half the only.
The selection aspect of the instructors demands more exercise to be carried out picking up the persons for the worthy job. The quality of the instructors have already been spelt out in course of the discussion.

The educational qualification of an instructor is that important as that of the other qualifications sincerity, sacrifice, service mindedness etc. The present level of educational qualification that has been adhered may be deemed to be sufficient. An instructor is needed to be aware of his environment, well versed with the situation. He must be informative and well acquainted with the welfare and beneficial opportunities offered by different developmental departments of the state and nation. His public relation expected to be well trimmed as to maintain a cordial relation with the public in order to derive the help and co-operation needed for maining the activities of the centres.

The process of training is there for the functionaries but these should not be taken as a matter of fact but in deed. More impetus, more spirit are introduced into these.

A problem not related to the study directly but can not be over looked as a byproduct of the study worthy of notice of the people of the state is the
unemployment problem in the rural areas. It is this problem that stood on the way of enrolling the worthy functionaries for the scheme and pushing it to the present plight.

The pressure is so high on the selector, it is only natural that they may not be able to stick to the prescription of the scheme. Unless and until some thing is done to approach this problem, any effort in successful realisation of the aims and objectives of the ARC, is bound to be captive of the problem of unemployment of the rural areas.

A co-ordinated developmental activities on land, resource, sericulture, agriculture, horticulture, fisheries, forestry, environment management etc. can keep the unemployed youth of the rural areas, generally within the below the H.S.L.C. educational range, busy with Vocational education could save us from this peril but the progress in the state is also illusory and indistinct.

NEED FOR REGULAR PAYMENT TO THE FIELD FUNCTIONALITIES

In every job, be it Government or private there is a question of job satisfaction for the persons engaged. Some factors are there associated with job satisfaction.
payment of regular monthly remuneration excells all these.

In para 34 of the foregoing chapter revelation was made that there was no regularity in paying the monthly remuneration to the instructors engaged in the A.E.Cs. The same was corroborated by the supervisors and project officers of the areas. In course of discussions with the field functionaries it was revealed that instances were there of making payment even after completion of the courses.

It is the desire of every working person to experience regular payment of their dues in time and in the places of their engagement. The irregularity of payment observed was causing lots of resentment and dissatisfaction within the working field functionaries of A.E.C. in the field.

To maintain high ideals and high spirit is necessary within the key field functionaries of the scheme at cost. But the practice of making irregular payment observed to be contributing toward slowing down of the progress of the scheme.

In para 30 of the foregoing chapter it was revealed that the majority of the instructors had joined the scheme in the interest of the remuneration made monthly and not being led by any spirit of service and sacrifice. Assum
to say the entire N.E. region stands aloof of the parts of the country in respect of standard of living and cost of living. It is well known that the cost of living in the N.E. region is fairly high due to remoteness of the area and the transport bottleneck. The standard of living seems to be comparatively high in these places.

In fixing the cost of a project and the remuneration of the field functionaries, all these factors ought to have got fair deal instead of applying an uniform formula throughout the country.

In raising a point on remuneration not commensurate to the labour to be contributed, the responsibility shouldered, together with cost of living and standard of living. It may be argued that the post of field functionaries are not remaining vacant, rather overwhelp number of capable and incapable persons are available. The filling up of these vacancies. The situation has offered political persons to lay their hands in the process of appointment, thereby rendering the possibility of selection of deserving ones difficult.

Candidates for the field functionaries are available in the rural areas in abundance, they are coming to the vacancies not being led by the spirit of service and sacrifice but in want of any engagement and vagary. However,
chances of compromise with aims and objectives have arisen.

The same argument of compromises can equally be applicable in case of purchase of materials for the project. The cost of an industrially manufactured article from a place of N.E. region can not be compared to the price of the same place outside this region. The reasons are very obvious, as stated above but not taken care of in formulating such scheme or project.

The case of supply of unservicable hurricane shingles, black boards had been encountered while visiting relief centres and were also reported by the field functionaries during interviews with them.

The suggestions therefore may be for adopting a well defined purchase policy for the state.

The authority of purchase may be separated from authority of management of the scheme so that administering authority can concentrate on effective administrations, supervision and monitoring only.

The central Government may have to be made to realize the peculiar position of the state in its isolation due to transport bottle-neck and to consider this condition in fixing the prices of the materials.
The remuneration of the instructors and other functionaries needs to be fixed depending on the circumstances in the state. Some sort of laxity of rules and regulations in respect of maintenance of the scheme are to be allowed to overcome the difficulties created by the peculiar circumstances of the geo-physical position of places of the state.

Remuneration to the field functionaries are to be paid regularly, in time and in the places of their work.

The entire philosophy of working in AECs is to be revised. The cost of the project is to be fixed on a realistic assessment of the cost of management in a particular situation. It may be seen if in place of part-time instructors, full-time instructors can be appointed with full assurance of future engagement against regular job vacancies in the particular department. Otherwise the practice of engaging dedicated part-time workers from allied departments will continue.

In case of assurance of future engagement, arrangement for regular payment of remuneration, realisation of the aims and objectives may be quicker and substantive.

During the course of visit to the centres a...
The phenomenon had been experienced in respect of release of fund for the projects of the scheme. The fund released by the Government of India had been deposited in R.D. (Revenue Deposit) instead of timely release to the projects. The ordeal faced by the officers in getting the fund released appeared exhausting. The process in the field had also remarkably slowed down the progress of the work.

In the interest of the progress of the state such a mechanism is to be discontinued and a well guarded and efficient mechanism of release of fund in time be worked out.

THE NEED TO ASSOCIATE THE VOLUNTARY ORGANISATION

The national adult education programme was initiated in Assam in 1980. Since 1980 till the recent past the scheme was under the aegis of the Government. The role so far played by the voluntary organisation was marginal as has been revealed in para 17 of the foregoing chapter. The achievement of the scheme can not be regarded as a proud performance of the Department of Adult Education. Rather it had compelled the authority to give a rethinking on the mode of implementation of the scheme. The outcome of this exercise is the campaign for total literacy (TLC). The total literacy campaign under the administrative control of the Deputy Commissioners in the districts as appeared have
been able to produce any dent on the people.

Adult education is a part of education whatever mode of approach may be. The administration of education fundamentally differ from the administrative approach of education department. The decision to transfer the authority of administration to the D.C. might have missed the point...

The experience gathered from the study may lead to the salvation at the doors of the voluntary organisation. This is the widely expressed opinion of the larger set of the public. Particularly in case of non-availability of required number of deserving voluntary organisations is the problem. It is not that voluntary organisations were not given preference in implementing scheme but some non-traditional organisations took birth of the wave created by the campaign and these could not stand the test of the time and died a natural death in delivering any good.

The need of the hour may be to identify traditional voluntary organisations in the state associating them in the programme. The functionaries these voluntary organisations may through good understanding with the organisations can be indoctrinated with principles and philosophy of adult education to deep the core group of the field functionaries. As they are...
to be already imbibed with spirit of service and sacrifice and they can help in becoming the ideals of others.

It has already been stated that the number of traditional voluntary organisations in Assam is very limited and to think to implement the programme of A.E.R. can be dream far away from reality. To face this challenge the department of Adult Education may have to promote some voluntary organisations in the rural areas with bases.

some other type of voluntary organisations like— The Village library, the village club, the Mahila Sammittee, the teaching community of schools, the Maszid Committee, the Namghar Committee, the Panchayat etc.

It is to be a movement involving the people from walks of lives.

The voluntary organisations along with the prominent personalities of the public, persons with name and fame in social service sector, should be associated with apex policy making body of the state in respect of adult education. This body should be a statutory body and it's voices should be heard properly and its dictum properly be translated into action.

At the present juncture of the society it may be difficult to find out the proper persons for the proper
But everything cannot be said to be lost, still people are there in the society, may be, the number of but still they shall have to be found out and the ultimate success of the scheme lies here.

**INTER AND INNER DEPARTMENTAL CO-OPERATION AND CO-ORDINATION**

In implementing any scheme of public interest inter departmental and inner departmental co-operation co-ordination are deemed to be very much essential, more so in the case of a scheme of the type of education.

It is very much needed to create awareness with the learners on the very environment he is living in. He must be well aware to judge the right and the wrong in society. He must also know the gift the constitution offered as a citizen of a free nation. For his development he needs to know the opportunities the state offered through different developmental schemes. These all coming under the awareness part of the programme, more theoretical in nature and as such can be conveyed class by the field functionaries and locally available helping hands.

But the factor functionality is concerned with
practice and performance of a skill in which learners are engaged. The factor functionality is carries more weightage as it is directly concerned with livelihood of the learners and its upgradation. Naturally learners were observed to be more concerned with it. In 8,9,10 of the foregoing chapter it is revealed that learners were very much eager to improve upon the trade in which they were engaged, in the interest of augmenting income, for a better and improved standard of life.

It has already been mentioned that it is not trade that all the learners were engaged but a variety of trades in which they were engaged and in which they want to improve.

It is not expected the field functionaries to be expert of all the trades rather they can be motivator via-media in between the learners and the experts of different developing departments. These experts of different departments can be contacted for utilizing their expertise for improvement of the skill of learners.

This effort of the field functionaries can attain success provided there is the proper co-operation co-ordination of the adult education department with developing departments of the State.
In every developing departments there is the extre-
wing for extending help and co-operation to agencies,
working on the same line of activities. The exten-
sive services of the developing departments can very well 
utilized by adult education, department in its centres 
provided a meaningful contact is established with the 
departments and a co-ordinated exercise is worked out in 
proper understanding.

This effort is to be visualised by the top plenary 
body of the state adult education in collaboration with the 
heads of all the development departments of the State.

This sort of exercise is expected to produce a 
worthwhile impact within the learners of adult education 
fulfilling their cherished desire.

Inner departmental co-operation is also equally 
important in successful implementation of a scheme. Until 
and until there is the proper understanding and co-operation 
between the functionaries of different levels of a scheme 
like that of the boatman of a racing boat, the realisation 
of the goal of the scheme may remain far behind.

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