MAJOR FINDINGS, SUGGESTIONS, DELIMITATION OF THE STUDY, SUGGESTIONS FOR FURTHER RESEARCH AND CONCLUSION

Data for this study was collected from learners, volunteer teachers, local people as well as from the office records maintained in the office of the Jorhat Zilla Saksharate Samity and different office at Jorhat. The survey work conducted through interview schedule, questionnaire and with observations has revealed the following major findings.

1. Implementation of Total Literacy campaign in Jorhat district cannot be considered as totally successful programme. There appears to be considerable emphasis on fulfilling requirements rather than meeting the spirit of the programme.

2. There was no impact of environment building of TLC on the people of Jorhat district. In many areas environment building was not done to the extent desirable.

3. Lack of community participation is one of the major drawbacks of the campaign in the district. Most of the community people are not satisfied with the campaign.

4. Participation of students and teachers in the campaign is also not satisfactory as out of 100 sample of VTs only 18.75 percent were student and 4.16 percent were school teacher as found in the
5. One of the positive sides of the TLC in Jorhat districts is participation of women as compared to man is satisfactory in the campaign either as learners or volunteers.

6. Although the target group were motivated in the beginning upto some extent but their motivation could not be sustained till the completion at the campaign.

7. Most of the illiterate adults are belonging to the economically poor sections of the community. The occupation of these people mainly based on agriculture and tea garden.

8. Attendance of the learners in literacy centre is not satisfactory and in almost all centres there were 10 to 25 percent drop out learners. The main reasons for irregularity as per findings are family burden, lack of spare time lack of interest too much work load, personal illness etc.

9. About 12 percent of the learners claimed to have had three or four years of schooling at their early stage, but they have forgot how to read and write.

10. It is observed that most of the learners attended literacy centre are still not acquainted with three R's which is the basis for education.
11. There was lack of enthusiasm and commitment on the part of the volunteers as a result the zeal for literacy is definitely missing. Some volunteers expressed their reluctance to work without any monetary benefit.

12. There was also drop out of volunteers in the campaign as per observation. Non-cooperation and irregularity of the learners pre-occupation with other work, Examination of the student volunteers, no personal benefit, lack of guidance etc. are the main causes of dropping out of volunteers.

13. Most of the volunteers belonging to the poor economic group and about 52 percent were being unemployed as per finding of the present study.

14. Habit of taking country liquer by the learners particularly the tea garden labour hampered in the smooth functioning of TLC classes in the district particularly in the tea garden area.

15. The tea garden labour couldn't attend class regularly due to the work load particularly during the peak season.

16. Natural calamities like flood particularly in Majuli subdivision had also impeded the smooth organisation of the campaign.

17. Frequent transfer of Deputy Commissioner and other officials involved in TLC also hamper in the smooth functioning of the campaign in the district.
18. There was no proper supervision of the Centre as per observation.

19. It is found that there was no fixed time table and holidays for the literacy centre. The learners generally assemble at their convenience and stay in the centre according to the availability of time of their own.

20. During the harvesting season and peak season of tea garden and during the festival time literacy centres were remaining close for lack learners. It is because when the enthusiasm of the learners at the beginning is lost it is difficult to regain it easily.

21. Most of the Centres were organised at the VTs home and some were organised at School, Namghar etc.

22. There was negligence in the supply of teaching learning materials at the centres. As such volunteers were facing the problem of not setting teaching learning materials. No audio visual aids were being used in any one of the centres.

23. Training of VTs was neglected and non residential most of the volunteers were also trained once. This has obviously affected the VTs in their ability to teach the adult learners.

24. Vocational course for productive work and occupational development of learners was not introduced in any one of the centres.
25. Social awareness topics like population control, environment conservation, national integration, health and hygiene women's equity etc. although introduced, but only verbally without any aids, consequently very little of this learning appears to have been retained after completion of the course.

26. The Total literacy campaign in Jorhat district seems to have made an impact as far as reading, writing are concerned, but has not made much impact in the areas of social awareness and functionality.

27. Most of the learners already reapse into illiteracy due to the lack of post literacy programme.

In the light of the above mentioned findings and problems of TLC in Jorhat district as found in the present study, it is the need of the hour to have some useful measures in order to wipe out the evils that prevent the successful implementation of Total Literacy campaign. Such an endeavour has been made here which will bear some constructive suggestions for the speedy and successful implementation of Total Literacy campaign. These suggestions have been drawn from the experiences gained from the survey work conducted for the purpose of the present study.

**SUGGESTIONS FOR FUTURE ACTION:**

1. Motivation is an important aspect of any literacy programme. To make the programme successful all sections of people should be motivated in a proper way. To
motivate the people.

(a) Seminars, discussions, meetings and exhibitions are to be organised in public places.

(b) Advantages of all publicity media like Television, Radio, Newspaper, Periodicals, posters, wall patrikar are to be utilised.

(c) Cultural show, drama, music etc. have to be used for this purpose.

(d) Co-operation of all political parties, voluntary organisations, local bodies, co-operative societies, public libraries, Tea garden authorities, municipalities, trade unions, educational institutions, teachers, leading personal should be ensured for better involvement.

2. More publicity should be given for the campaign through Radio, Television and other media. The programme of success stories, case studies of volunteers and learners can be broadcast/telecast frequently preferably between filmsongs or popular programmes in TV, Radio etc. It will help to motivate the illiterate people to participate and literate people to join as volunteer.

3. Environment building programme should be launched more widely. All volunteers should be involved from the environment building stage. No any area and person should
be escaped from environment buildings. It should involved maximum persons and more voluntary organisation. Cultural show, cultural procession may be very much useful for environment building but more cultural group should be involved and as far as it should be organised locally. Moreover such programme should be repeated and last for some more time.

4. Involvement of more students and teachers should be given importance. The students can play an effective role in literacy if they are properly motivated, awarded academic credits or given adequate incentive. Both school and college students should be involved. The experience in Delhi and other places has shown that school student if properly motivated can definitely produce good result. The school students are close to the teachers and principal and if they interest and inspire the students, they can work with mission and Zeal.

Similarly to get the teachers meaningful involvement it is essential that some incentive should be considered for them. Government should establish a literacy award equivalent to the contribution of individuals for promotion of literacy and alternatively the Government may consider the literacy work as one of the main criteria for the best teacher at district level or State level.

5. Apart from the student and teachers other sectors of the
community should also be involved particularly the housewives, ex-servicemen and the other educated people. Their active participation will give a boost to the entire programme.

6. Voluntary organisations can play an important role as they are aware of the grassroot realities and are nearer to the community. They can contribute both in creating environment and teaching of illiterates. The Jorhat Zilla Saksharata Samity which is registered under society Registration Act cannot be categorised as voluntary agency because the chairman and Secretary are Deputy Commissioner and other government officials. Therefore more voluntary organisations should be involved in the campaign. Voluntary Organisation of proven record of good work in adult education should be allotted funds in addition to the Saksharata Samity so that the target of total literacy can be achieved.

7. Panchayats should be actively involved in the campaign and they should be allotted funds for implementing the programme and should also be held responsible if the targets were not achieved during the period.

8. The tea garden authorities should be actively involved in the campaign and they should be convinced so that they will allot some free time to the labour to come to attend in literacy centre.
9. There should be suitable period for literacy and learning. From experience it has been felt that six months duration for teaching learning in a literacy campaign is the most effective and acceptable period. In order to keep momentum for continuing process of teaching and learning without any break shall lead to better results.

Tea garden labour force occupies a major part of the target group. The lean season in Tea garden starts from November to March and therefore it is most suitable period for conducting literacy campaign. The agricultural labour force which forms the second largest group for TLC remains mostly free from cultivation from October. From October to March is the most suitable period for such campaign.

10. Natural calamities like flood is almost as regular feature particularly like Majuli sub-division. Flood occurs regularly in the period approximately from May and continues till September. Hence to maintain the community of programme of such campaign without break, this period as far as possible should be avoided.
11. In Majuli sub-division there are so many 'Baishnav Satras' the Satradhikar or Guru of these satras have a great influence on the people. So the Satradhikar's should be made involved in the campaign from the early stage and it will be very much helpful to bring the learners and volunteers to join the campaign.

12. There is need to give greater attention to training of Volunteers and other functionaries. The training of the functionaries has been a weak link since the launching of NAEP in 1978. Without effective and meaningful training the workers do not get the necessary confidence, competence and commitment to undertake the work. Under TLC in Jorhat district the training has become more weak though the guidelines for TLC States that training strategy requires meticulous care at all levels.

The Methodology of training should be participative and its content should cover all relevant areas. Training can be imparted only by persons who have been fully oriented in this behalf. The whole training programme should be oriented to create or to strengthen their quality. The duration of the training has also to be increased. Their training can also be spilt into pre-service and in-service. So accordingly adequate funds has to be provided for the training of volunteers. As far as possible the training for volunteer teachers should be residential. The need for
clearity in communication should be particularly emphasised.

13. Certificate or recognition for the volunteers who are involved in the campaign is a must. Necessary steps should be taken by the authorities to issue a certificate as soon as they complete the programme. Preference for employment or admission to professional Courses or higher studies should be given to these volunteers.

14. In many times volunteers expect payment as they find that other functionaries connected with TLC are getting salaries. Therefore the campaign should made provision for some kind of reward or honararium or adequate incentives should be provided to the volunteers. It is commonly felt that there should be some recognition for this important work done by young generation. Either they should get monetary benefit some preferential treatment for job or bank loan and getting benefits from the Govt. schemes.

In past adult education programme was linked with honararium to instructor so it is very natural that TLC is compared with earlier programme, which in turn implies that voluntarism is still lacking in whole programme. It is said that day by day it is going difficult to generate voluntarism amongst youth at such a large scale and particularly in connection with Govt. programme.

15. It is necessary to improve the status and knowledge of the
volunteers. To improve the status of the volunteers, materials like badges, resource book on a package to enrich the current knowledge of the volunteers can be supplied.

16. The campaign had to be need based and particularly in nature by ensuring its linkage with development programmes. The volunteers while imparting literacy or motivating learners should take care of this important aspect. The co-operative and integrated approach and linkage with development activities to the areas and other poverty alleviation programmes will create a strong motivation and demand for literacy.

17. Literacy will become meaningful if it creates an awareness about national concerns and enables the neo-literates to participate in the development programmes. To ensure this voluntary agencies should enlist the Co-operation of the functionaries of development departments who should hold meetings and share information about government programmes with the neo-literates so that they can take benefit from these programmes.

18. More importance should be given in production and supply of suitable teaching-learning materials. Most of the volunteers were facing the problem of teaching-learning materials. Authority should provide teaching-learning materials at every centre at proper time. There should not
be negligence in this regard. Moreover there should not be
gap in providing primers to the learners. Immediately
after completion of one primer the next primer should be
 supplied. But there was negligence in this regards as
observed in Jorhat district.

Audio visual aids should be properly used while teaching
adults. Particularly in teaching of topics of social
awareness like small family norm, conservation of
environment, women's equality etc. instruction should be
given through audio-visual aids. Only verbal instruction
will not be useful in this regards.

19. Literacy and population control are most important issues on
which the growth of the individual, community and nation
depends. It is therefore necessary to integrate the two so
as to bring a significant change in the quality of life of
the masses. Population education should be integrated at the
environment building stage so that literacy campaign might
not confine only to imparting of three R's but should also
include message on the need for a small family. Similarly
topics like environment conservation, national integration,
health and hygiene etc. should be integrated with literacy
from the environment building stage.

20. Vocational course or some manual work should be imparted
to the learners for their occupational development. Local
craftsman and skilled person may be invited to the centre
to impart vocational education. They can be engaged with payment.

21. It is found that there is no fixed time table and fixed list for holidays for literacy centre. Consequently there was irregularity of attendance. Definitely therefore some clear cut policy of running these centres with a fixed and convenient time schedule should be adopted for betterment of the situation. This time schedule should be prepared with consultation of the adult learners.

22. During the continuation of the campaign, the transfer of concerned officials may break the momentum of the campaign such practice as far as possible may be avoided.

23. While selecting members of any committee of such campaign utmost care should be taken, persons having sense of commitment, dedication, interest and educational competence towards such voluntary programme should be selected.

24. In order to ensure that the learners achieve desired level of literacy in a specified time frame, it is necessary to have a comprehensive system of evaluation. The learners evaluation should be participative in nature so that it identifies the problems of the learners and initials remedial measures. IPCL primers provide for an inbuilt mechanism for evaluation including self evaluation by the learners. Such self assessment leads to generation of self assurance
25. Due to the lack of post literacy programme the neo-literate have been relapsed into illiteracy. Therefore for retention of literacy post literacy campaign should be launched. The time lag between TLC and launching of post literacy campaign should be minimised as far as possible.

The health camp, agriculture training camp, TRYSEM training, extension education etc. should be included in post literacy campaign and may be organised through Saksharata Samity and other voluntary organisations.

26. There should be mobile library in TLC villages. It may be done through a bicycle or van. It will enable the neo-literate to continue their education and to select books of their own choice. It will also encourage self learning.

27. News letter can also play an important role in post literacy. The news letter will not only stabilise knowledge of reading and writing but will also raise awareness of the neo-literate by providing them current information at regular intervals. It will also help in boasting psychology of neo-literates. He/she will feel important after receiving something in his/her name by post after becoming literate.
DELIMITATION OF THE STUDY:

The present study has got some limitations. It is confined to the implementation part of the TLC programme launched at Jorhat district, Assam. The future researchers can take some other district as well as other aspects of Total Literacy campaign.

SUGGESTIONS FOR FURTHER RESEARCH:

The following fields of study may be suggested which will be helpful for researcher to formulate research problems on Total Literacy Campaign.

1. Motivation of learners and volunteers.
2. Reading needs and interest of the neo-literates.
3. Reasons of dropout of learners and volunteers in Total Literacy Campaign.
4. Effectiveness of training of volunteer teacher in TLC.
5. Role of Voluntary Organisation in TLC.
6. Women's participation in TLC.
7. Implementation of Post Literacy Campaign (PLC) problems and prospects. The data collected for the study is a cross sectional one. The future researcher may use longitudinal or other type of studies.

CONCLUSION:

The study conducted on perspective of Total Literacy Campaign: A case study of Jorhat District has proved that the total Literacy Campaign in Jorhat District is although encouraging but can not
be considered as totally successful programme.

Total Literacy campaign is a centrally sponsored scheme that covers all illiterates in the areas for promoting literacy to bring the intellectual change among the beneficiaries of the programme. Total Literacy campaign in Jorhat district was launched on 8th September 1992 which was proposed to cover 1,20,000 illiterates people. The target as per project report was estimated at 1,20,000 of persons in the age group 15-45 years, but the survey conducted by Jorhat Zilla Saksharata Samity revealed that the figure at 1,14,500 of which about 60% were tea garden labour.

The present study shows that Total Literacy campaign in Jorhat district suffers from some serious shortcomings. The programme cannot succeed without explicit commitment and total involvement of community and participation of voluntary organisation is also essential if the programme is to give desired results. Well established and genuine NGO's involvement can bring the programme closer to the people and ensure better participation in achieving the goal of total literacy in a shorter period. But these organisations can function effectively if the support of central and state government is made available to them and provided all facilities for smooth conduct of the programme.

The democratically formed Panchayat Raj institutions should also be involved in literacy campaign. They will have flexibility in responding to varying local conditions and will also be helpful in getting people's participation at the grassroot levels. If the demand for
literacy is generated, the task becomes easier.

For successful completion of such a campaign a careful planning environment building is must. If we can create a stable condition of mass movement to continue the voluntary spirit it would not be difficult to achieve the desired target. A multi dimensional effort through environment building is very essential for this purpose. Since the beginning of such campaign publicity through various mass media is necessary to make people in general aware of the usefulness of such campaign. By all means general people must be made to feel in a whole hearted manner the necessity of such campaign. If the publicity can be made through activities and other means, maintaining relevance to people's life situation and problems at their socio-economic areas, it would be easier to motivate the general people for participating in such programmes.

It should be made a people's programme in spirit. For making a people's movement, demand for literacy has to be created and in creating such a demand the media particularly electronic media and traditional media and the political parties and their mass organisations have to play an important and meaningful role. Some incentives for volunteers and learners have also to be considered. Some such measures are needed if we are to achieve about 80-85 percent literacy by the turn of the century which is very essential for sustainable development of our nation.

Over 410 districts are implementing total literacy campaign at present. Out of these 166 are in the post literacy phase and about
110 districts have entered continuing education stage. It is high time for the nation to combat illiteracy and the Deputy Commissioner and other officials who are new to the campaign approach should come forward to accept the task with enthusiasm in their respective districts. The efforts for Total Literacy remain as a landmark in the history of the district. Last but not the least it should be remembered that the organisation of post literacy activities should be immediately taken up for better retention and use of literacy skills by the learners.

So, attention should be given on effective motivation of learners and volunteers, providing adequate facilities to the centre, providing proper teaching learning materials training of the functionaries, provision of honararium and incentives to the field functionaries, use of audio-visual aids etc. If the suggestions are taken into consideration there can be qualitative and quantitative improvement of the programme.