CHAPTER - VI
ADULT EDUCATION - ITS PLANNERS

The execution of the adult education programme in the State of Punjab was the responsibility of supervisors. They were the mediators between the instructors and the project officers. They informed about the progress, problems and needs of not only centres but also instructors and learners to project officers. Their work was to visit these centres and find out the progress made with regard to three major objectives: literacy, functionality and social awareness. They were mainly responsible for the smooth functioning of the AEC's. They provided details about the facilities available to the learners and the centres and also the needs and problems faced by them to the administrative heads of the programme.

The supervisors generally looked after the 30 centres, hence each district had at least 10 supervisors at the time of this study. As the investigator had selected centres from two blocks of each district, the number of supervisors covered under the present study was eight only. Since the number was very small, it was mostly presented in a descriptive way. Though simple mathematical numbers were used, the investigator had avoided percentages and tabulation of data.

AGE, SEX AND EDUCATIONAL QUALIFICATIONS OF SUPERVISORS

Out of the eight supervisors included in the study
only two were female supervisors. The majority of them belonged to the age group of 30-40 years. Only one supervisor was above 50 years and one below 30 years. All the supervisors belonged to rural areas. They supervised both male and female centres irrespective of their sex. Six supervisors belonged to the Sikh community and one was Hindu. One of the supervisors belonged to a scheduled caste, and the remaining seven were Jats, Brahmins and Banias. However, it was observed during the investigation that sex, age, caste, and religion of the supervisors did not hamper the functioning and supervising of the AECs in the selected four districts of Punjab. Of the eight supervisors included in the study, six were graduates and one was a postgraduate; the remaining one was matriculate. Actually the minimum qualification for the post of supervisor was graduation. But as they were transferred from the social education department, the supervisors in Ferozepur district had less education qualification needed for the job.

**INCOME AND SERVICE PERIOD OF SUPERVISORS**

The majority of the supervisors in the selected district were getting a consolidated salary of Rs.650/- only; one supervisor was given above Rs.1000/-. The jobs of the supervisors were temporary. Though they were young, sincere and hard-working, there were little monetary benefits available to them.
Six of these supervisors had a service of less than one year. The person who was transferred from the education department had a service of three years as supervisor.

PREVIOUS EXPERIENCE AND REASONS FOR JOINING AS SUPERVISORS

Only one supervisor had previous experience. Otherwise they were newly recruited on a temporary basis. They had attended short-term training courses, seminars and talks but had no practical experience of the job. Moreover, their training in any case did not exceed more than six days. However, they had experience of teaching at one or other stage of their career.

During the investigation it was found that they had joined the job just for employment. Though they claimed to have interest in social service and educating the illiterates, in the wake of unemployment this low-paid job was relief to them.

Excluding the one who was transferred from the education department, all seven supervisors were appointed by Project Officers through the employment exchange.

DURATION, CONTENT OF TRAINING PROGRAMME FOR SUPERVISORS

In the absence of proper training facilities the supervisors could not get sufficient training. They claimed to have attended a one-week training programme, when asked about their opinion on the effectiveness of the programme, they said the training should be for a minimum of 15 days.
They all were interested in getting the training provided they were given financial help during the training period. Though there were a few institutions engaged in the in-service training of supervisors, none had attended the same.

When asked about the content of training, they said it should be based on the objectives of the NAEP. Three of them referred to the needs of learners, methods of teaching and the use of audio-visual aids. They also wanted to include in the training programme guiding the instructions, making the material and methods of supervision. All had positive opinion regarding pre-service and inservice training.

**SELECTION OF PLACE AND FUNCTIONING OF CENTRES**

As the target group for the NAEP was 15-35 years, all the supervisors selected the villages or locations on the basis of the age group. They selected the sites after the villages were allocated to them by the Project Officers. On the demand of the Panchayat, Village and Community they selected the exact place. In the selection of village sometimes they were helped by the census report or the survey conducted by various departments. Project officers also recommended the village and place for starting the centres.

In the absence of conveyance, it was very difficult to reach the remote areas. The uncooperative attitude of village elders and lack of motivation among learners were
serious obstacles in the way of selection of the place. In the final selection of sites they were helped by instructors, local school teachers and sometimes by panchayat members. They were not interested in starting the centres at public places. But in the absence of other alternatives, centres had to be opened in gurdawaras and temples also. The best sites, according to the supervisors, were primary schools and anangwaris.

They claimed to have no specific problem after the centre had been opened. the supervisors said the minimum furniture and teaching learning material should be provided before starting a centre. However, during investigation it was found that there were centres functioning without material for six months.

**SELECTION/EVALUATION OF INSTRUCTORS**

As the basic qualification was matric, they preferred the individuals who were matriculates and had interest in teaching. One supervisor preferred to appoint retired persons and one wanted school teachers as instructors. they also took into consideration the recommendations of Project officers and villagers for the selection of instructors. When asked why they had preferred the instructors below 25 years of age and non-matriculates, they replied that they could not get suitable persons. They also said it was very difficult to get a suitable person at a salary of Rs.100.
When asked about the evaluation criteria for instructors, they referred to the strength of learners, the regularity of learners, the number of holidays observed and the achievement of learners. They all depended on the report given by the instructors. One of the Supervisors himself evaluated the learners during his visit to the centres in Sangrur district.

**TRAINING PROGRAMME FOR INSTRUCTORS**

All the eight supervisors had no directions for organising the training programme for instructors. In consultation with their Project Officers they managed to send the instructors for attending seminars and other functions at the district level. As no TA/DA was paid to the instructors, they were least interested in these programmes.

**RELATIONS WITH INSTRUCTORS**

Most of the supervisors had a good relationship with instructors. Two supervisors complained of incompetence of the instructors and irregularity of classes. They helped the instructors to improve themselves. They constantly guided them but the services of instructors were terminated if they failed to come up to the mark. Almost all the supervisors said that instructors should not be terminated frequently. Instead of appointing new instructors, they were interested in continuing the service of the already working instructors for the new centres.
NUMBER, DURATION AND METHODS OF VISITS

All the supervisors were instructed to visit at least twice a month each centre of their block. They claimed to have visited the centres three times a month but the majority of the centres showed 1-2 visits by the supervisors. They had to cover 30 centres hence they justified of one visit in a month. The centres situated in the remote areas were seldom visited by the supervisors. They indicated the lack of conveyance as the sole factor for not visiting the centres regularly.

The duration of stay was not fixed and it varied from supervisor to supervisor and from centre to centre. There were visits of 20 minutes duration as well as 3 hours duration.

All the supervisors referred to surprise and sudden visits as the best method of supervision. However, they also did not rule out the pre-informed visits as a method of supervision as in the absence of information the instructor might be absent. Two supervisors were of the opinion that both methods should be used.

To check the regularity of learners and instructors, 3 supervisors referred the class-time visit the best way, 2 supervisors were of the opinion that visits should be either before or after the class-time.
PROBLEMS FACED BY SUPERVISORS

It was observed during the field survey that a number of centres were opened just to achieve the target. Therefore, the supervisors had to face a number of problems. The most crucial one was the conveyance problem. That is why the centres situated in the interior of the districts were seldom visited by the supervisors.

They were not satisfied with the meagre salary they got. They questioned about how they could be serious about the execution of the programme. The supervisors also criticised the lack of TA/DA and absence of any other incentive given to them even if they worked hard and with dedication.

They also had the problems of having a proper office and storing place for teaching/learning material. They expressed their inability to fulfil the demands of instructors and learners. Hence during their visits to the centres they had to cut a sorry figure before them.

HELP GIVEN TO INSTRUCTORS FOR RUNNING CENTRES

The supervisors not only helped the instructors in finding a suitable place and teaching/learning materials but also gave guidance regarding the motivation of learners. They also helped the instructors to get sewing machines and other kits for starting the vocational programme. They arranged training for imparting vocational skills. On the demand of instructors and learners, the supervisors arranged
various programmes with the help of health, agriculture and other departments. They also helped the instructors to get audio-visual aids. Though the material supplied to the instructors and centres depended entirely on the directions of the project officer, the supervisors claimed to have helped the instructors in their own way.

They also complained of the lack of a proper place for AECs. In the absence of which centres could not function regularly. Non-co-operation from government departments and the village community was another problem faced by them.

Two supervisors also experienced the inadequacy of furniture as a problem. As during their visits the instructors complained of unavailability of mats, chairs, tables and black-board.

Irregularity and non-attendance of learners also hampered the functioning of centres. As the supervisors could do nothing to improve their domestic and economic conditions, learners irregularity remained a prominent item on their list of problems since they got the job.

The supervisors also had the problem of finding suitable and competent instructors. The lack of funds, according to the supervisors, was responsible for the dissatisfaction of instructors. Sometimes the supply of teaching learning material and the number of dropouts also posed problems to the supervisors.
SATISFACTION WITH THE PROGRAMME AND ACTION TAKEN FOR DEVELOPMENT

The high rate of enrolment and regular attendance are the two main points by which supervisors expressed their satisfaction. All the supervisors referred to achieving three objectives of the N.A.E.P. also as a mark of satisfaction. Six supervisors were satisfied with the programme. Two supervisors were dissatisfied because of the lack of interest and with the competence of instructors.

When asked that action they would like to take in case they were not satisfied with the functioning of the Centres, three supervisors favoured closure of the centres. Two supervisors wanted to change the place and village. Three supervisors, however, wanted to give a chance to the instructors to improve.

During the investigation the investigator found a typical situation. Whenever it was asked that actions had been take for the development of the programme, all the respondents either remained silent or replied in the negative. All the eight supervisors repeatedly referred to achieving the targets in opening the centres as the sole thing done for development. Two supervisors of Sangrur district, however, refered to the organisation of camps and various functions to develop the programme.
REASONS FOR DIS-SATISFACTORY FUNCTIONING OF PROGRAMME AND CENTRES

All the eight supervisors were of the view that since most of the learners belonged to lower economic groups and were daily earners, they were not interested in learning. It was the economic needs that dominated their lives. Little time was left to think or ponder over improving the quality of life, when life itself was at stake.

Irregular and less attendance of learners was also due to this factor. All the learners had to supplement the income of their families by working at home or outside. They had little time to come to the centres regularly. The supervisors also held the inflexibility of the organisation responsible for the functioning of the programme.

Lack of a proper place and amenities were equally responsible for the improper functioning. The centres working in public places could not afford a suitable learning environment. In many cases the centres had to observe a holiday as the place was needed for social functions.

Four supervisors were of the view that untrained and incompetent instructors also contributed to the failure of the programme. Instructors never tried to adjust the time and schedule of functions according to learners requirements. They had little interest in motivating the
learners to attend the centres. They all the time complained of lack of finance and facilities. They lacked the missionary spirit needed for the successful functioning of such programmes.

Lack of teaching/learning material due to the shortage of grants of funds was also an important factor contributing to supervisors dis-satisfaction. They agreed that though they would ensure the supply of the needed material before opening of the centre, in many cases due to the lack of funds they could not fulfil this promise in time.

Supervisors also complained of less salaries of instructors and themselves as a negative factor for the programme. Lack of interest by the village community and opposition by family members were the reasons which made them dis-satisfied with the functioning of the centres.

EVALUATION OF CENTRES AND SUGGESTIONS GIVEN BY SUPERVISORS

Though there were a number of difficulties and problems, all the eight supervisors were optimistic about the functioning of the centres. The supervisors from Sangrur district rated their centres very good while the supervisors from Ferozepur district rated their centres as average. Four supervisors from Bhatinda and Faridkot districts rated their centres as good. While rating the functioning of the centres, they took into consideration the competence and qualification of instructors, the rate
of attendance, accommodation and seating arrangements, cooperation of the village community, teaching the availability of learning material and the achievement of the objectives of the National Adult Education Programme.

All the supervisors forwarded a list of suggestions for improving the quality of the programme. The investigator considered all the suggestions. The conclusion was given below.

Adult education centres should not be opened in temples and Gurdwaras; primary schools, panchayat ghars and anganwaries should be preferred for this purpose. The centres should have proper sitting facilities and toilets.

In order to attract qualified and competent people to the programme, the honorarium of instructors should be increased. Instructors should also be given practical training before they join the programme. They should be given travelling allowance for visiting the head office.

Panchayat members, village elders and B.D.O.s all should cooperate for better functioning of the centres. The Sarpanch should act as a motivating agent for learners.

All the supervisors should be given at least 15 days training for the management of centres. In service training should be organised after one year. The grades of supervisors should be and regularised. Supervisors should be given TA/DA for visiting the centres. They should also be provided conveyance for visiting A.E.Cs.
In order to motivate the learners and to make them regular, they should be given incentives in the form of cash or certificates. These certificates should be compulsory for obtaining ration cards or domicile certificates. Learners should also be asked to produce these certificates when they try to obtain a loan or help from government agencies.

Besides the sitting arrangement, the centres should have proper furniture, if possible. Radio and television sets should also be provided. This was essential for creating awareness and maintaining their interest in learning. There should be provision for refreshment. Female AECs should be given sewing and knitting machines, and short-term courses for various vocational skills should be organised.

The instructors should be rewarded publicly. This will not only set an example for others but also boost their morale.

Supervisors should have a proper office with store-rooms for storing teaching/learning material. Some rent should also be given to the owner of the building for running the centres and for maintaining the office.

The National Adult Education Programme should be extensively advertised through T.V., radio and Newspapers. It should be the topmost priority of the government and political parties.
PROJECT OFFICERS

The Adult Education Programme in Punjab odes much for its development to project officers. Being the administrative heads of the district, they were mainly responsible for the overall planning, co-ordination and progress of the Adult Education Programme. This study deals only with four districts, i.e. Bathinda, Faridkot, Ferozepur and Sangrur; the administrative heads of these four districts were studied.

AGE, SEX AND CASTE OF PROJECT OFFICERS

All the four project officers were males. They belonged to the Sikh community and none of them was a member of the scheduled castes or the scheduled tribes. So far as the age wise distribution is concerned, two project officers were in the age group of 40-45 while the remaining two were about 55 years old.

EDUCATION, JOB EXPERIENCE AND SALARY OF PROJECT OFFICERS

Two project officers were postgraduates with a postgraduate teaching degree. One had acquired his graduation degree along with law while the other had done graduation for a teaching degree.

All the four project officers had teaching experience at one or the other stage of their career. But they did not have sufficient experience of the adult education programme. They were generally transferred from the education departments, and two of them had held these posts for 6-7
months only. While the project officers of Sangrur district were holding the post for about two years and four months and that of Ferozepur district for 18 months. The analysed data clearly showed that though they were incharge of the programme, they had no experience of the implementation of the programme. In the absence of practical experience, the efficiency of the heads was questionable.

All the four project officers were regular employees, hence earning a handsome salary. Besides dearness allowance, they were given travelling allowance for visiting their centres. They were also provided a jeep for the touring purpose.

REASONS FOR JOINING AS PROJECT OFFICERS

All the project officers could not put forward any reason for accepting this assignment. Rather they said they had no alternatives as they were transferred from the State Education Department. Though they were transferred frequently, they expressed their satisfaction with the job. When asked about the development of the programme, they said they tried their best to achieve the targets given to them by the government. When the researcher asked them about the manipulations of data, they said they were not aware of it. During their tenure they remained contended with the targets of opening the centres. However, no initiative or drive was taken to develop the programme in their respective districts.
SELECTION OF OTHER FUNCTIONARIES

Instructors were appointed by the supervisors. They said they directed the supervisors not to appoint any individual with less than matriculation as an instructor. They also directed to appoint males and females above the age of 25 years as instructors. As supervisors made the appointment after consulting the village people, sometimes they failed to carry these instructions.

Regarding the selection of supervisors, they project officers were the final authority. Though the supervisors had to be graduates and their name should be sponsored by the local employment exchange, project officers had the final say in their selection.

IMPLEMENTATION OF THE PROGRAMME

All the project officers indicted that they were implementing the programme according to the directions of Central government. Literacy was the main target. They claimed that they held general talks, practical workshops and seminars for social awareness. They highlighted the role played by the Health Deptt., District Public Relation Officers, the Regional Resource Centre, Chandigarh, and Punjab Agriculture University, Ludhiana in the progress of programme. The help was given to organise camps and seminars and provide publicity to the whole effort.

When asked about the achievement of targets, they said they held regular meetings with the supervisors once in
a month and frequently visited the centres to verify the information supplied to them. They arranged a public gathering on the literacy day and held a number of functions to highlight the progress of their programme. During the field survey the investigator had come across the names of the project officers who had not visited the centres for the last three months. They failed to coordinate their cooperation and help from various departments. They generally postponed their visits to centres on the one pretext or another. Thus they were not fully involved in the implementation of the programme. The main reason, according to the investigator, was their frequent transfer.

SUPERVISION OF AECs

All the project officers recommended that the best method to supervise the AEC’s was to make sudden and surprise visits. Though they all agreed that the visits were generally unplanned and once in a month, the investigator had come across a number of centres never visited by project officers. All said they held monthly meeting with supervisors to provide the necessary guidelines and to know the progress of AECs. Project officers claimed that they were directly concerned with the supply of material and checked it personally. Two project officers claimed to check the figures supplied to them through the learners and community members. The investigator came to
the conclusion that these meetings remained mostly on paper and there was not a very effective link between the supervisors and Project officers. The so-called sudden and surprise visits were rare. Project officers were satisfied if the targets were achieved on paper. Due to the financial and physical limitations project officers could not lend a helping hand to find solutions to the problems faced by supervisors and instructors.

Opening and closing of the centres, material supplied, and problems regarding instructors and supervisors were the main topics for discussion at the meetings held with the supervisors. When asked about the result of these meetings, no concrete answer was given by any project officer. The meetings were generally held in the 1st week of every month and lasted 2-4 hours. Sometimes the meetings continued for the whole day. All the project officers highlighted the progress made during their tenure and showed statistics in support of their views. None of the project officers claimed to implement any new methodology or scheme in the AEC's.

PROBLEMS FACED BY PROJECT OFFICERS

At every stage every functionary had to face one or the other problem, and the project officer were no exception to it.

Whatever the reasons, all the project officers said they could not visit the centres as many times as they
wanted to. Visits to the centres, according to them, were very essential for the progress of the adult education programme. It would help not only to motivate learners and instructors; but also to check the claims made by supervisors. The supply of material and facilities offered to the centres could be assessed only by an effective supervision. The main reason, according to them, was lack of transportation and accommodation at the centres. One of the Project officers held the conditions then prevailing in the State of Punjab responsible for his not visiting the centres. The frequent transfers also forbade them from developing an effective method of supervision.

The main reason for the disinterest of supervisors, according to project officers, was a low salary. Supervisors were appointed on a temporary basis; they had little materialistic advantage in the job. Supervisors were not getting any TA or conveyance allowance for visiting the centres. Moreover, for holding meetings with project officers they had to come at their own expenses. In the absence of a proper salary and facilities, the supervisors had little interest in their duties. They were always looking for other jobs.

Though a meeting of instructors was not under the scheme, the project officers asked the supervisors to arrange such meetings. The instructors were not properly trained and lacked motivation. They lacked general
awareness and hence could not create the social environment essential for adult learning.

All the project officers held the view that there was dearth of proper training for instructors and supervisors. However, they tried their best to give them guidance, yet in the absence of any experience in the field this was not very effective. Project officers said that the lack of resources and personnel was the main hindrance in the progress of the adult education programme. They all wanted training cell at the State level to train the people engaged in the task of implementing the programme.

EVALUATION OF ADULT EDUCATION PROGRAMME BY PROJECT OFFICERS

Though all the four project officers were satisfied with the progress of the National Adult Education Programme in their respective districts, they agreed that there was need for improvement in the existing programme. With a slight change, the centres could run more smoothly and make progress. In order to fulfil the objectives of the National Adult Education Programme, the project officers suggested a few measures:

Some sort of incentives must be provided to learners. It would not only help in motivating the learners but also make them regular. Learners, especially females, could be more interested in learning if they were taught skills i.e. cutting and tailoring.
The wages of instructors and supervisors should be suitably raised to commensurate with their duties. Low paid workers were always dissatisfied; they were in search of alternatives. Insecurity leads to frustration and a frustrated man can do nothing. Therefore, in order to improve the quality of instructors and supervisors their salary should be increased.

Proper training orientation should be given to the instructors and supervisors. Local people should be properly selected and trained before joining the AECs. They should also be given inservice training to equip them with new methods and techniques of teaching and supervising.

Centres should be properly located and furnished. Teaching/learning material should be adequate and regular. The quality of material should also be improved.

Besides education, departments like health, agriculture, fisheries, animal husbandry, panchayat, mahila mandal should be fully involved with the programme. There should be proper coordination among the various departments.

Project officers also suggested that they should be given transportation for visiting the centres. They recommended bicycles for the supervisors. They also suggested a provision of accommodation at the centres.

The National Adult Education Programme should be advertised through mass media. To create social awareness the various modes of entertainment should be properly used. They also recommended the rewards and prizes for good instructors and supervisors.