CHAPTER - VII
CONCLUSIONS AND SUGGESTIONS

The practical purpose of this study was to evaluate the functioning of the Adult Education Centres running in Punjab, with special reference to the objectives of the N.A.E.P., to identify the weaknesses of the centres, to examine the learners' achievements and to find the difficulties and problems faced by instructors. This study was confined to four districts of Punjab and to only 80 centres running in these districts. The investigator had randomly selected 10 centres each from two blocks of each of the four districts. The researcher, in order to find out the effectiveness of the programme, made a district a unit comprising of rural and urban blocks. As the ratio of male and female centres was 2:10 the researcher could not have the proportionate sampling of male and female centres.

The primary sources of data collection were 255 learners, 80 instructors, 8 supervisors the supervisors and four project officers. However, the data was also collected from government gazettes, reports of Adult Education, the Directorate of surveyor of India Annual Report, and various registers maintained by instructors, supervisors and project officers. Besides personal interviews, questionnaires were given to all the respondents to collect valuable data. In some cases the investigator either collected or verified the data by way of on-the-spot observation. The time limit was
laid down for the collection of the data. The data was analysed with the help of simple statistical techniques.

This chapter deals with the detailed findings about the functioning of the adult education centres, their functionaries and beneficiaries, follow-up measures and suggestions. The findings are summed up as follows:-

MANAGEMENT AND FUNCTIONING OF CENTRES

The majority of the adult education centres were located in instructors' houses, dharamsalas, panchayat bhavans, gurdwaras, temples and angan-Wadis. The centres in rural areas were better located. However, there were no co-education centres. All the female centres were run by female instructors and male centres by male instructors. There was no criteria for the opening of centres. In many villages, there were more illiterates but only one centre was functioning, while in some villages many centres were found irrespective of the number of illiterates. Some centres were so close to one another that learners frequently moved out and could observe the goings-on in the other centres.

The tenure of the centres was also not specified. It was found that there was frequent reshuffling or change of centres in some blocks, especially in Khuian Sarwar and Bathinada blocks. Average running of the centres could be placed at 4-5 months as the investigator had found that many centres were closed down after three months –while a few
functioned for more than two years. There was no specified period for the opening of centres. Some centres started in June, 1989, some in December, 1990. Officially, the time allotted to all the centres was 2 hours. But excluding a few centres in Malerkotla block, no centre was found to be working for more than one hour.

The learners in all the centres were found squatting on the floor by using mats and durries. However, in many cases the mats and durries were arranged by the instructors themselves. There were no tables and chairs for instructors in many centres. They were found to be sitting on cots. The centres had no proper arrangement of light and air. Those run by members of mahila mandals, temple committees and panchayats were better equipped.

More than 60% of the learners belonged to the Scheduled Castes and Backward Castes. Members of these castes were fully aware of the importance of education and wanted to use it as a tool for improving their lot. The attendance of learners and the number of classes was taken from the class register. The investigator was doubtful about the number of classes marked in the register. When confirmed from learners, it was found that the majority of the instructors had marked fictitiously the number of classes in the register. When asked why they had done this, almost all replied that they had been instructed by the supervisor to maintain up-to-date registers. Whether they
had taken the class or not, specified number of classes should be marked. So was the case with the attendance of learners. Attendance was marked in a stereo-typed way and the learners' presence in the centres during the visits by the investigator also proved the fact that the records were not genuine. About 40% centres had no attendance during the personal visit and in the remaining attendance was never found to be more than 10. Just five or six centres had regular attendance of 15 to 20 learners.

During investigation it was found a number of centres were closed. The main reasons were the agitation against the Mandal Commission, reaching of the investigator either earlier or later instead of scheduled time, illness of the instructor, marriage of a learner, lack of learners, death ceremonies in a temple or mohalla, pay day of the instructors and the instructors being at the head office.

On the basis of the data collected, it could be analysed that most of the centres lacked not only basic facilities, but even of learning material. Material was not supplied regularly and insufficient quantity. The majority of the centres got their first consignment of material after three months of starting the centres. No instructor could show the full kit in any centre to the investigator. Village people were supposed to provide a few facilities. But were very rare instances of such co-operation and help. The investigator had found that for this mainly supervisors
were responsible as they could not tell the people in an effective way. Learners were generally from the lower economic strata of society; they could not afford to buy chalks, pencils and exercise books. They rather demanded assistance or scholarship for continuing their learning. There were demands for knitting and sewing machines from a number of centres.

A crucial problem the investigator found at the centres was that of language. The majority of the learners had migrated from U.P., Bihar and Rajasthan. They wanted to learn Hindi but either there were no books or instructors were not ready to teach the language.

Functioning of the centres depended mainly on the performance of learners and instructors. This in turn had to depend on the efficiency of supervisors, project officers, teaching/learning material, teaching methodology, the environmental situation and guidance given by higher officials. The performance of AECs was not up to the mark. Supervisions were mainly concerned with the attainment of opening 30 centres. Project officers were satisfied if the regular reports were coming to their offices. Instructors were mainly concerned with making the register up to date and learners had a good pastime. In such a vicious circle how anything significant could be done or achieved. Efforts made by the State and Central governments demanded
sincerity, hard work and spirit of service to achieve the greatest aim of eradication of illiteracy.

2. **ADULT EDUCATION - ITS BENEFICIARIES**

When the investigator started this survey, the target was to study at least 10 learners from each centre out of 255 learners, but only 34 males and 221 female could be interviewed and studied because of non-availability of learners.

The majority of the learners as per registers were in the age group of 15-35 years. During personal visits it was found that there were learners above 45 and below 15 years also. The learners belonged to the Hindu, Sikh and Muslim communities. Muslim learners were found only in Malerkotla block. Though the majority of learners belonged to Sikh Community the religions of the learners had nothing to do with the functioning of centres. There were no communal feelings and they all had cordial relations. The majority of the learners were from the families of the scheduled caste and backward classes. However, there were learners from other castes also.

Generally the learners are domestic workers. They were unmarried girls and housewives. Male learners were rickshawpullers, collies and tailors. A few are engaged in farming. Most of the learners had no personal income. They were totally illiterate at the time of joining the centres.
Some learners had primary school education at the time of enrollment.

The learners joined AECs at their own will and very few were regular. In regard to the completion of the course most of the learners gave positive replies, but they did not appear to be serious. The investigator analysed that the majority of the learners found it a good place to spend their spare time.

Suitability of AECs were studied from three angles: place, time and material. Regarding the suitability of place. The majority of the learners gave positive replies. But they also indicated the lack of proper sitting arrangement and the weak point of centers being located at some public place instead at the instructor's house. The centre generally functioned in the afternoon and female learners found the time suitable. The learners wanted classes to be held at at least four days a week, while they themselves were not attending the class regularly because of illness of children and family members, domestic work and for a number of other reasons. When interviewed about the regularity, the learner answered that the instructor's registers had been manipulated to show the desired attendance.

While talking about the problems faced by them, learners pointed to a lack of learning material, unsuitable time for the class, the language problem and opposition by
family members. At a few centres the age factor also affected the interest of learners. The majority of the learners were aware of the various activities of AECs, while some could not reply. Learners generally referred to the activities like reading, writing, numeracy, needle work, sewing work and making of pickles. In Khuijan Sarwar, Bathinda and few centres in Faridkot they could not received the material in time. Therefore, learners were not familiar with the material supplied to them. Otherwise the majority of them were familiar with the learning kit supplied to them by their centre.

Generally learners were aware of the happenings in their surrounding but they attributed this awareness to their family members and T.V. They had no understanding of the general knowledge imparted by their instructor’s. When asked about the function of a post-office or bank, the minimum age for voting in an election, learners were not aware of these. It was very surprising to note that even most of the instructors were not aware of some simple questions asked from the questionnaire.

The learners ability to read was fixed to small words and names. Very few could read a letter. Even the general ability of the learners in writing simple words was not very high. A few learners were able to fill in the money order form. Regarding the arithmatic skill, only a few could use the technique of simple addition and substraction. The
overall achievement of learners in 3 R'S was found to be low on the whole. They were unable to proceed beyond writing a few words though they had been attending the class for the last three months.

Most of the learners wanted to learn vocational skill. So that according to them, learning could help them to learn. The functional awareness and practice of the learners with reference to their knowledge, occupation and in general showed that AECs were performing well. The majority of the learners had not benefited in occupational knowledge, but some had, especially in Malerkotla and Sangrur blocks. The majority of the learners were satisfied with instructors and learning methodology. Though they had not contributed anything towards the development of the centres, they wanted these to continue with a little modification. They presumed they could get many benefits from AECs.

The findings of Chapter IV concluded that as per their needs and demands, learners wanted much to be done. Finding suitable place for the centre, providing vocational skills and a little finance for arranging sewing and knitting machines for unemployed women folk would not only attract them to the centres but also help them to become a useful, productive and happier citizen of the country.
ADULT EDUCATION - ITS IMPLEMENTORS

For analysing the various aspects of their functions and extent of their success or failure in implementing the N.A.E.P. 80 instructors 80 centres of 4 districts of Punjab had been studied.

The majority of the instructors were females, running female adult education centres. These female instructors had a large number of learners from rural areas. Though a few of the instructor belonged to Hindu and Muslim communities, the majority of them were Sikhs. About half of the instructors were in the age group of 15-24. During investigation it was found that only a few instructors were above 30. This showed that most of instructor were younger than learners. Though the minimum qualification for instructors was matriculation, three instructors were non-matric, three were having postgraduate qualification and the rest were matric/JBT/Giani or B.A.

A large number of instructors were domestic workers having no other work than instructing. A few were engaged in teaching and farming. A few male instructors were found to be working as Peons or running tailoring or confectionary shops. One of the female instructors in Malerkotla had started making quilts from old sarees. She was not only earning a handsome amount but the learners at her centre were also regularly. Being domestic workers, the majority of the instructors had not independent income except has Rs. 188.
100 given to them as honorarium. But a few were also earning above Rs. 1500/- per month. Most of the instructors complained that even for collecting their honorarium they had to go head office. In this way they had to spend on rickshaw and bus fares. They started that hardly Rs. 75 was left with the and they were not willing to work without honorarium.

The majority of the instructors had not received any training before starting AECs. Excluding those engaged in teaching, the instructors were having the teaching experience in AECS for the first time. Moreover, they were critical of the procedure of selection. The analysed data showed that the majority of instructors were working for less than six months without any guidance and help from supervisors. Instructors faced difficulties in getting learners for the class.

It was observed in almost all the centres that there was shortage of all kinds of material. Most of the instructors complained of not only inadequate but irregular supply also. There was no criteria for the distribution of material to the centres. A few centres started functioning in July, 1989, and they were supplied teaching[learning material in Dec., 1989. The picture regarding the distribution of material showed many short-comings. The distribution was affected both by time and supply, and it gave a serious setback to learners. There was demand for
black-boards, slates note-books, and chairs from all the centres.

The majority of the instructors were dissatisfied with the amount of honorarium they received. They were not interested in working without honorarium. Only 17 instructors replied that they would work without honorarium. But the investigator observed that they would not remain serious in their work even though they did not express this in so many words. During the course of investigation it was found that the instructors who ran their own centres earned a good amount from other sources and were more regular and hard-working.

During personal visits to the centres the majority of the instructors were never found to be there though they claimed they were regular all the time. The daily working period of the centres, according to the instructors was two hours, but the investigator could not find more than four or five centres working for more than an hour. Instructors frequently observed holidays on the pretext of participation in marriage functions or social calls. Most of the centres remained only for two-three days in a week. However, during the harvesting season, the rainy season or curfew hours, the centres were closed indefinitely.

The enrolment of learners varied from 10 to 30. Factually, it was found that most of the enrolment was
fictitious. The instructors had manipulated their numbers in the registers. By manipulating the numbers, the instructors not only fulfilled the target of 30 learners but had also satisfied the supervisors. Though the number was 30, the investigator never found more than 10 learners in most of the centres.

Most of the instructors were of the opinion that adult education meant literacy, i.e. reading writing and arithmetical calculations. Hardly 15% instructors had the knowledge of their occupation. What to talk of socio-economic and political awareness, most of the instructors were not able to answer the questions which were meant for learners. However, they all confessed that they acquired knowledge more from mass media than from AECs. Of course literacy was their main aim, yet a few instructors engaged their learner in other creative jobs. All the instructors wanted to include vocational teaching as a part of the activities of the centres.

Most of the instructors were satisfied with their work while some were not because of migrant learners. A major difficulty was language problem besides the lack of suitable place and teaching/learning material. A few of the instructors occasionally arranged cultural programmes at their centres. While majority of instructors and neither taken help from any developmental agency nor organised any such activity. They also did not participate in any
development programme of centres. They held supervisors and project officers responsible for it.

The supervisors and project officers rarely visited the centres. The average visits of supervisor varied from 0 to 3 times in a month. However, the centre working in the late hours of evening were never visited by project officers. Though these officers were cooperative yet they never guided the instructors in enrollment of learners, teaching methodologies and retention of learners. The instructors state that environment and physical facilities available at the place of AEC's were not satisfactory. Lack of teaching/learning material, furniture, teaching aids and vocational skills were some of the problems faced by instructors. However, they all agreed that lack of motivation on the part of learners was the major problem.

Though these were number of problems, yet all the instructors and wanted centres to continue. Whatever the motives might be, they confirmed that once the learners were motivated, literacy could be the most useful tool in improving their lives. Centres, according to instructors, demanded improvements at the lowest level. They came out with suggestions like providing financial assistance to learners, vocational skills and co-ordination between various agencies. They also stated that a time should be fixed for enrollment of learners and there should be
provisions for indoor games. Besides providing adequate and regular teaching/learning material, it should be made more meaningful and useful.

SUPERVISORS

The effectiveness of instructors and AECs depended, to a large extent, on the efficiency and work of supervisors. The majority of the supervisors were males and belonged to the Sikh community. Irrespective of their sex, all the supervisors worked for both male and female centres. The average age of the supervisors was 30 and their qualification ranged from matric to post-graduation. However, it was observed that caste or religion of the supervisors did not hamper the functioning of the Adult Education Programme. Most of the Supervisors earned Rs. 650/- per month and their posts were temporary. However, these temporary supervisors were more qualified, encouraging and hard-working as compared to the regular supervisors.

The average length of service of most of the supervisors was six months and they had no previous experience of the job. The reasons for joining the AECs were given as "employment sake". "social service" and interest in educating illiterate adults, but the major reason was employment.

The supervisors had no guidelines for the opening of centres. That is why they had opened centres where they could go once a while. They pointed out the problems they
faced in the selection of a proper village or place for starting a centre. They attributed this to a lack of competent instructors, lack of motivation among learners and uncooperative attitude of the village community. Most of the supervisors took help from instructors, panchayat members, and ultimately a centre was opened either in the instructor's house or in a gurdwara or a temple.

Most of the supervisors had not received any pre-service or in-service training. They were ready to go in for training provide they got TA and DA. They also recommended that training should not be for more than one week. However, no supervisor could define the contents and objectives of training. The supervisors expressed their satisfaction with teaching/learning material, its quantity and quality. They stated that the supply of teaching/learning material to the centres was always regular. Whenever a demand was made, the needed material was supplied. However, this was denied by instructors.

Regarding the number of visits to the centres, most of the supervisors had instructions from the Project Officers to visit the centres at least twice a month. They said as it was not possible to visit 30 centres, most of the times they manipulated the visits. Moreover, no supervisor expressed his/her willingness to visit the centres situated in interior areas. They were also reluctant to visit the centres working in the late hours of the day. Regarding the
method of the visit more than 75% supervisors referred to 
surprise visits, and others adopted both "surprise visits" 
and with prior information. They generally remained in the 
centres for half an hour; the best time they spent was 
during the class hours. The supervisors attributed this to a 
lack of transport facilities.

The evaluation of centres was done on the basis of 
the progress report of instructors, the competence of 
instructors, the strength of learners, regularity and 
punctuality of classes and instructors, good attendance, 
records of learners and achievements of learners. If the 
supervisors were not satisfied, they either replaced the 
instructors or changed the location of the centre. Most of 
the supervisors were found dissatisfied with the nature of 
their duty, work-load and monetary benefits. Lack of 
attendance, poverty, lack of proper place and facilities and 
unavailability of competent instructors dissatisfied many 
supervisors.

The main problems they indicated were the failure to 
fulfil the demands of instructors and learners inadequate 
salary of instructors, lack of usefulness of teaching/ 
learning material, lack of office, difficulties in opening 
male adult education centres and non-cooperation from other 
development agencies. However, they all were optimistic 
regarding the future of the programme. They insisted that 
with a little more efforts, targets could be achieved. Most
of the supervisors wanted to change or modify the existing syllabus according to the socio-economic needs of the learners. They demanded the introduction of craft work and vocational courses to be linked with the daily needs of the learners.

The help to the instructors by supervisors was found in varied ways: guidance to instructors to motivate learners, supply of teaching/learning material, help regarding dropouts and non-attendance, and involvement of community members. So far as the rating of the AECs on a five point scale is concerned about 29% centres were very good and only 10% were poor, according to supervisors.

The recommendations put forward by the supervisors included increasing the salaries, in-service and pre-service training, independent office and store, travelling allowances for supervisors, reward and cash incentives to good instructors, learners and supervisors, proper use of mass media and adequate and regular supply of teaching/learning materials.

PROJECT OFFICER

The analysed data relating to four Project Officers showed that all were male and above 40 years of age. One project Officer belonged to the scheduled caste and the remaining three were Sikhs. All the project officers were post-graduates having some professional qualifications. As the job was inter-departmental and transferable, all were
regular employees but had no solid reasons for accepting the job. Project Officers were frequently transferred. They had no interest in the adult education programme.

In the selection of supervisors they had final say though supervisors were appointed through the employment exchange or were transferred from the social education department. The posts of supervisors and instructors were not advertised.

Project Officers told the investigator that a meeting with supervisors was held once in a month. The aim of the meeting was to guide supervisors and discuss the functioning of the centres. The time and duration was not fixed. Regarding the supervisors, all the four Project Officers expressed the "sudden and surprise visits" as the best method. They also claimed that the instructors' complaint regarding the irregular and inadequate supply of teaching learning material was baseless as they went to the centres personally and verified the materials. When their attention was drawn to the centres, they never visited, the most common reply was that they had just taken charge of this post. After their joining, material was regularly supplied to the AECs directly through their offices.

Most of the project officers were satisfied with the work of supervisors. They justified the supervisors for not visiting the centres in interiors or working in late hours as there was no security for supervisors. They claimed that
the quality and performance of supervisors and instructors could be improved by increasing their salaries and by giving training to them. They stated that they implemented the programme as per guidelines of the central government. Majority of them were satisfied with the implementation of the Adult Education Programme.

All the Project Officers agreed that development agencies were contributing towards the NAEP. These agencies arranged training programmes, seminars, conferences and gave wide publicity to this programme. They also lauded the role of mass media and the health department. The health department organised camps from time to time and awakened the people regarding the population problem. They also claimed that film shows were organised with the help of the Public Relations and Education Department.

Though the overall progress appeared to be insignificant, all the Project Officer expressed satisfaction with the functioning of the Centres. Even if they did not agree with major components, they carried the programme as part of their duty. They were not dedicated to the cause; they were just doing their jobs. They had little urge to improve the programme.

The project officer did not consider meeting with instructors under their jurisdiction. They did not want to visit the centres on account of lack of transport
facilities, proper accommodation at the centre and lack of time due to other official commitments. They referred to many schemes as a public gathering on the literacy, day adopting villages, developing the centres as model centres, arranging health camps and holding functions for adult learners at the district level. But all this was at the conceptual level and the actual involvement was not adequate.

The Project Officer, in order to improve the functioning of centres, recommended incentives to learners, teaching of skills proper training programme for instructors, increase in the salary of supervisors and instructors, involvement of various departments like agriculture, fisheries, animal husbandry and horticulture. They also recommended the involvement of panchayats, community members and social workers. They recommended the supply of vehicles to themselves throughout the month and sometimes to supervisors also.

HURDLES IN THE PROGRAMME

The findings of this study clearly showed that despite all the efforts, targets were not achieved. A number of shortcomings and slipshods were noticed. The investigator summed up a few weaknesses in the programme as follows:-
LACK OF MOTIVATION

No learning is possible without motivation. In fact stronger the motivation, quicker will be the learning. Once an adult was motivated and he joins an AEC, a number of problems could easily be solved. But the factor of motivation was missing in the Adult Education Programme. Learners were not enthusiastic regarding participation in the literacy programme. The visits to the literacy centres had shown that the average attendance was not encouraging. Regularity and punctuality were not a normal feature. Absenteeism, late-coming and dropping-out were more common. There was hardly a class at all in the real sense of the term. The motivational factor depended on the circumstances and needs of learners. Learners, generally, had poor economic conditions and were always preoccupied with earning their livelihood. There was little time to think of literacy. Irrelevant curriculum, a stereotype methodology, the poor condition of the centres, the compulsion of the learners' domestic chores and lack of proper incentives, all reduced the learner's interest in the Adult Education Programme.

POOR CONDITIONS OF CENTRES

Generally centres were run in learners' or instructors' homes. At many places classes were being held in the courtyard of a gurdwara, temple, panchayat ghar, etc.
Such places could not have good learning situations. Learners and instructors could not be serious in this type of atmosphere. Moreover the centres had no proper arrangement for sitting, drinking water and toilet facilities. Learners had to sit on the floor. There was no furniture, and centres gave a deserted look. In these circumstances quick and healthy learning was not possible.

RELEVANCE OF TEACHING/LEARNING MATERIAL

With the expansion of the programme every effort had been made to decentralise the process of implementation. In the field of material preparation, this decentralisation was considered most essential, especially because the materials had to be locally relevant and had to suit the needs, interests and requirements of learners. It had been observed that adequate steps were not taken for such decentralisation. That was why the teaching/learning material failed to cater to the needs and interest of the learners. The villages where adult education centres were running were predominantly agricultural areas. Every person in one way or the other was concerned with agriculture. People were more occupied with manual and physical labour and, as such, there was no direct use of literacy in their vocations. Such persons did not feel interested in literacy alone. Teaching/learning materials generally failed to create awareness among adult learners.
DEFICIENCY IN THE TRAINING OF FUNCTIONARIES

The functionaries mainly responsible for the implementation of the Adult Education Programme were not competent. They were generally less qualified. They were not familiar with the concept and philosophy of the Adult Education Programme. They, therefore, needed to be oriented properly to be followed in the skills necessary for running the centres, Acquaintance with the purposes and approaches to be followed in the implementation of this programme. This study had found that training of functionaries was a major weakness. The main deficiency in the training programme related to a lack of attention given to the content of the training programme, the methodology used in the training programme and the duration for which it was organised.

LACK OF COMMUNITY SUPPORT

The support of the panchayat or community members was not forthcoming in an adequate and substantive manner. In a majority of the cases, villagers did not know whether an adult education centre was running in their area. They had little interest in the running of the centres. It might be because there was no demand for help or participation from functionaries, in the programme. The local community was not consulted before starting an AEC in the village. The most common practice was that supervisors generally consulted one or two influential persons of the village and
started a centre. It created resentment among the people, who did not want to render any guidance or help to the ADult Education Programme unless fullest support of the local community was available, the problems relating to motivation, mis-reporting, etc. would be difficult to tackle.

LACK OF COORDINATION

The programme envisaged coordination with development departments and other agencies to make the teaching/learning process interesting and effective. In the areas of awareness, building and functional upgradation such as cooperation from several development departments was absolutely necessary. It was painful to point out that this type of coordination was not present in the Adult Education Programme. Even instructors or supervisors could not manage to hold talks on health matters by the doctors working in local dispensaries. What to talk of co-ordination with other departments even the work of instructors and supervisors lacked coordination. When the investigator tried to find out the exact number of learners, she was surprised to learn that both the functionaries had different stories to tell.

INCOMPLETE COVERAGE

The monitoring reports indicated that even though numerous agencies, governmental and non-governmental, were involved in implementation, they did not send necessary
monitoring information to the next level with the result that actual coverage was not known. In this context colleges, universities and Nehru Yuvak Kendras posed great difficulties. Further, the agencies responsible for monitoring the programme did not bear responsibility about the authenticity of the information supplied. They had no mechanism to determine the reliability of data. In addition, the feedback system was not responsible at any level.

INSUFFICIENT EMPHASIS ON POST-LITERACY ACTIVITIES

It had been observed that whatever the programme of eight or 10 months was over, the organisation of post-literacy and follow-up activities was not initiated simultaneously. For the functional inputs under the post-literacy and follow-up phase, the coordination of development departments became very crucial. This was not available in adequate measure, and efforts would be needed to ensure their availability. The goal of post-literacy and follow-up programmes were not clearly defined. A strong literacy movement could give strong feedback to establish permanent centres. These permanent centres of community activities could carry on the post-literacy work. But in the state no such movement was found.
IMPROPER SUPERVISION

The norms of having one supervisor over 30 centres seemed to be unrealistic. Under the conditions prevailing in Punjab, supervisors were reluctant to visit the centres situated in the interiors. The centres functioning in the evening or at night were never visited by supervisors. In the absence of any check, the opening and working of the centres was entirely at the mercy of instructors. Supervisors have no means to check the attendance of learners, the working hours and the holidays observed by instructors. Lack of proper supervision was also one of the major reasons for the slow progress of the Adult Education Programme.

SUGGESTIONS

Never before in history the world realised the urgency of tackling such problems as rapidly increasing population, growing unemployment, unending food shortages and the unavailability of adequate opportunities education of for all. Like many other underdeveloped countries, India was convinced that the only way to find the solution to these problems was through the non-formal system of education a package of educational programme for adults outside the formal educational system. Thus with much fanfare on October 2, 1978, a massive adult education programme was launched nched. Unfortunately, despite all the
efforts goals were still far off. Targets were fixed but never achieved.

The findings presented in the preceding pages make it clear that unless some strong and direct methods of eradicating illiteracy are employed, the population will grow more and more illiterate. The problem of motivating learners, appointing competent instructors, mobilising adequate resources for adult education, enlisting the support of community members and creating a favourable environment at the government and non-government level are some of the problems which demand immediate attention. Taking into consideration all the components of the programme, the investigator presents a few suggestions based on the qualitative and quantitative evaluation of the programme.

SUSTAINED POLITICAL WILL

The political will of a society is expressed by making clear and conscious choices and by carrying them out with unfaltering determination. Though it is not easy to develop an operational definition of political will, there is hardly any doubt about its successful role in the implementation of a policy. Its presence is revealed in the statements and actions of the leadership, and its strength may be gauged by weighing the political, institutional and material resources allocated for the implementation of a
policy. Political will provide great power to set directions and to get support of the masses.

To make the Adult Education Programme a success, the will of the nation must be sustained. This requires the expression of national concern for the eradication of illiteracy through the creation of popular institutions. The former USSR and China offer examples of how a commitment to mass literacy was sustained over the decades by setting up anti-illiteracy institutions. These countries also made teaching a part of the agenda of most mass organisations of workers, peasants, women and youth. Institutional arrangements formalised as MOBRAL by Brazil offer another example of sustaining commitment to literacy.

Let in India besides this type of commitment the political will be associated with the on-going literacy programme through ceremonies and celebrations. Leaders should use public opportunities to renew the commitment to the eradication of illiteracy. The response to such commitments must not only be sound and forceful but also appear to be such to the general public. Instead of manipulated numbers of learners, let us confess and realise our weaknesses. This confession at the national level will not only bring some energetic people to light lamp of education, but also show that the efforts put in by the government are successful in achieving the target.
SETTING CLEAR AND UNEQUIVOCAL GOALS

Literacy planners justify their plans and campaigns often in economic terms. The justification in narrow economic terms can, in fact, be counter-productive. When literacy is justified in this way, adults may begin to expect economics returns in the form of well-paid jobs or cash income as soon as they have finished learning. There is, of course, seldom any such direct connection between literacy and income. The relationship is not always immediate and direct. So the operational goals must be clear and unmistakable. There should be no scope for misunderstanding and unstated compromise. What it means to be literate should be made absolutely clear. Along with this it should be made clear that knowledge subsequently acquired may bring returns in terms of physical health, quality of family life, self-esteem and improved skills. It should also be made clear that such advantages can not be found in financial terms. Though in the long run these factors have a direct influence on economic returns also. It is important that there should be no scope for compromises. When some economicl, particularly occupation, age grouping or castes are given priority. It should be seen as a pragmatic compromise on the way to the final goal. The definition of a time-frame should also be one of the most important goals. Campaigns are not campaigns if they are there forever. So a
time limit has to set for the successful implementation of the programme. This limit should take into consideration the resources in terms of money and manpower.

SETTING UP AND MAINTENANCE OF CENTRES

There are no guidelines for the opening of centres. Centres are generally opened in haste. So before deciding the opening and location of centres, it must be made sure that a sufficient number of illiterate population exists in the particular area. For this a survey should be conducted or Panchayat should be asked to supply the list of people. Centres should be opened on demand from the people, not on the instructions of supervisors or project officers. It should be ensured that a centre attract not less than 20 workers. Instead of increasing the number of centres, the quality of centres should be improved. There is no need for creating a new formal structure for adult education in poor country like India. Centres can be successfully run in primary schools or anganwaries.

Instead of a mass approach, first a selective approach should be used. Let the centres work only in the selected areas. At present there is no coordination among the various agencies. The services of mass media should be used for publicity and for communicating specific messages about the adult education programme. Government and voluntary agencies should actively participate in the development of the programme. People from every walk of life
have to be engaged in this huge task. The equipment of AECs need to be improved and more items must be added. The quality of these items should be good. The practice of transferring the unusable slates, black-boards and charts from one centre to another should be discontinued. Whenever a centre is opened new material should be provided.

All the centres must be suitably located and equipped. Female centres should be provided with sewing and knitting machines. This serve as incentives to female learners. The timings of ASECs need a change and should be adjusted according to the demands of learners. Moreover, the schedule time can be modified and fixed according to the local needs, and skills should be taught.

Adult education cannot be directly linked with economic gains, yet to attract learners, training in certain skills should be given along with the process of providing education. To increase the productivity and earning capacity of people, training in fields like agriculture, plant protection, basket making and self-employing professions should be given. However, this can not be done by the Directorate of Adult Education alone.

MOBLISATION OF THE MASSES

People should be mobilised to participate in the literacy campaign. This should be done on a war-footing as done by many other countries. No mass literacy campaign has succeeded or will succeed without mass mobilisation.
Only the masses through genuine participation can make a literacy campaign a mass movement. People must be willing to make voluntary efforts, provide rent-free facilities and contribute both money and materials for the purpose.

Mass mobilisation strategies have to be a combination of the symbolic and structural. The symbolic strategies involve both the massage and the media. The words of slogans must touch the hearts and souls of the people. The media used should be popular media such as posters, pamphlets, puppets, theatre, radio, film and television. The structural strategies may involve the management of incentives at one level and the use of social and economic sanctions at another. Both incentives and sanctions can differ from village to village and from state to state. There is need for cooperation among various agencies in organising programmes for adult learners. For this purpose, Viadyas, health workers, veterinary doctors, co-operative societies, bank managers, patwaris and people from the cottage and handloom industries should be invited to give information about the development.

**MOTIVATING AND CATERING TO THE NEEDS OF LEARNERS**

Learners should be provided incentives to stick to the programme. Incentives could be in the form of certificates or public appreciation. The department should arrange competition in reading and writing skill. The learners who attend classes regularly and complete the
course in time can be given prizes. The timings should be adjusted according to the needs of learners. Learning at centres should also be linked with sports activities. Arrangements should be made to provide learning experience to adult learners by taking outstanding learners on excursions and to places of vocational interest.

The learners attending AECs generally come from the scheduled castes and backward classes. They are in the productive age group. So the programme should provide the specialist training in certain elementary skills according to the attitude and desire of the adults for self learning. In order to cater to the needs of migratory learners, teaching of Hindi should also be introduced. Learners can learn the context quickly in their mother tongue. So it is suggested that charts, posters and learning material should be provided in Hindi also.

The books should be need-based. As there is a big gap between the learning capacity of a child and an adult there is need for a change of syllabus. A separate curriculum programme should be developed for women learners. Even AECs should be given small fund to maintain a reading room with at least one newspaper and one magazine or two according to the interest of learners. Stock of books should also be given to the centres so that these can help the learners as a follow-up programme. Follow up is essential to prevent the AEC products from relapsing into illiteracy.
The neo-literate have to be provided with reading materials for further knowledge and skill, and whenever possible, occupational pursuits with a view to improving their living conditions.

Adults must be urged to be clean when they come to centres. Proper sitting arrangements should be made and the centres should be provided materials for indoor games. They should have a flexible time schedule. During the sowing and harvesting seasons, instead of formal literacy, informal discussions or talks should be held. After the day's hard work, it will be a refreshing change. That way learners will not hesitate to come to their centre.

TRAINING OF INSTRUCTORS

One of the difficult tasks faced by instructors is to motivate the adult learners, to bring them to the literacy centres and to sustain their interest. Motivation plays a vital role in the success of any venture and more so in the literacy programme. Instructors should be local people and trained to identify the areas of common concern to the adult learners and organise activities which are relevant to them.

They should be trained to first narrate a few pleasant and success-oriented experience. They should be taught to treat adult learners with respect and give recognition irrespective of their poverty, social deprivation and other handicaps. In service training camps
should also be organised from time to time to improve their skills and find solution to the operational problems faced by them. The classroom and demonstration method should be taught as part of the training programme. Efforts should be made to train the instructors to use short stories, actual life experience and events in the process of teaching so that learners can visualise the negative and positive aspects of their tradition, customs, beliefs and values.

The content of the training should be the use of audio-visual aids, posters, charges, black-boards etc. The instructors should be trained to identify the individual who have been successful in their life as a result of acquisition of new knowledge and learning, and should arrange interaction between them and the learners.

A awareness regarding political, social and cultural components and creation of leadership qualities and organization of AECs should be included in the training programme. Other activities like the demonstration of teaching, outside visits to functionality related places like health and planning centres, dairy and poultry farms, etc. should be included.

MAKING SUPERVISION MORE EFFECTIVE

The task of supervisor is concerned with making the instructors effective in the field. They have to get the programme moving, try to improve it in every respect and see that it does not deviate from the very important
objectives of awareness, functionality and literacy. The supervisors are expected to guide and support the work of a cluster of about 30 AECs. They have to arrange free and suitable accommodation. They have to select suitable persons and train them as instructors. Besides giving publicity to the programme, they have to supervise the whole programme.

Due to the disturbed conditions in the state, the supervisors found it difficult to visit the centres in the interior of districts without conveyance. They did not visit the centres in the rural areas in the late evening hours willingly. Even when normalcy has been restored a good mode of transport is absolutely essential for effective supervision. The supervisors should be provided bicycles and also given T.A./D.A. Posting of the supervisory staff should be rationalised. Female supervisors should be posted near the headquarters. All the supervisors should have offices, and the number of centres should be reduced to 20. To make supervision more effective, the areas where mobility is difficult, the number of centres to be supervised should not be more than 15.

The efficient and competent supervisors should be rewarded and promoted. The supervisors should be made regular, and a package of attractive facilities like accommodation, conveyance and free education facilities to their children up to the high school level should be provided.
The Project Officer is the chief support base for the supervisors and the instructors. He enables the supervisors and the instructors to do their work properly. The project officer is the foundation of the centres. Frequent transfers of Project Officers from one district to another should be avoided. It not only breaks the continuity of systematic work but also results in the wastage of time and money. Project Officers should not be transferred before three years. People only having the zeal to serve the cause of adult education should be appointed Project Officers. They should have the patience and courage to deal with the problems that come in their way. Project Officers should be energetic, resourceful and initiative taking individuals. They should be extensively trained in their work. They should work as guides, not as bosses.

MOBILISATION OF THE STATE

Mobilisation is not merely an external process; it must also involve mobilising personnel and resources within the government and the governing party. Internal mobilisation must involve re-education of officials at various levels. It should be clear that their commitment and enthusiasm cannot be taken for granted. The mobilisation of state resources must cover both the administrative/material and intellectual/technical resources. A successful mass literacy campaign requires both commitment and competence.
An effective use of the professional and technical resources available within and outside the government is an important part of the mobilisation effort. Mobilisation is a belief in the possibility of success in a new social order; it is a discovery of unsuspected resources. It is putting old things to new uses. It is acting against all the odds, changing adversity to advantage. No mass literacy campaign can succeed without effective mobilisation.

**DEVELOPING NEW STRATEGIES**

The present research has clearly stated the deficiencies of the centre based approach. This approach is selective, scattered and highly diffused. It has failed to promote a culture of accuracy. Therefore, approaches such as the area approach should be tried.

The area-based approach aims at giving quicker qualitative results, makes monitoring easier and gives real feedback on programme implementation. This approach refers to implementation of the Adult Education Programme in a well-defined unit of work for complete eradication of illiteracy in a specified period of time. The unit or area of work may be as small as an urban slum, ward, mohalla or tiny village, depending upon the nature and size of the project and the implementing agency. Villages can be jointly taken as a cluster. A committed person may voluntarily choose one area and prepare a programme of action. In every area literacy councils should be formed.
This approach can make use of the student power also. An educational institution may identify an area and then depute students for teaching adults effectively. This will enable colleges and universities to assume the role of resource centres so essential for literacy and past-literacy programme.

While it is possible to involve all students of an institution in the mass programme for the eradication of illiteracy irrespective of their individual variations, it will be less productive if they are all involved in the uniform work. Hence the area approach allows the participation of every student and teach in a more effective way.

**EACH-ONE-TEACH-FIVE FAMILY**

Students may identify five adults or a family and make them literate by conducting teaching-learning classes at least four days a week for 1 to 2 hours every day. The important feature of this programme is that university and college students can be involved in spreading universal elementary education to the non-school-going children and help them getting admission in primary schools or non-formal education centres. They can also organise remedial coaching classes for the needy and academically underprivileged children.

To sum up, literacy is not an end in itself, rather a means to spread the light of education. As such, an
effective programme of adult education should envisage liquidation of illiteracy and continuance of education. A successful mass literacy campaign is not the exclusive province of one particular ideology, nor of one-party political culture. the success of a mass literacy campaign is possible in any society that desires it. All that is needed is the will to produce results the commitment to the cause and continued action.

SUGGESTIONS FOR FURTHER STUDIES

The investigator in the process of her work in the field came to the conclusion that few research studies relevant for the development of Adult Education in the country and state of Punjab are needed. The studies to be conducted by future researchers are suggested as follows:

1. Some study may be taken in respect of the remaining districts of Punjab and also of each State in the country.

2. There is need to define adult education and its allied concepts.

3. There is also need to study the role of adult education in the context of the need of the individual and society and develop an appropriate programme with a view to provide educational opportunities to various adult groups.

4. Motivation is a major problem in adult education programme. Therefore, it would be useful to study
the incentive systems for attracting and retaining learners and other functionaries in the programme.

5. Research is also needed to find the drop-out rate, cause and evaluation of reading needs and interests of adult learners.

6. Evaluation of teaching learning material, various methodologies, training of instructors, role of voluntary agencies and their contribution, role of colleges and universities, library facilities for neo literates are some of the fields which need research.

7. A study of cost benefit analysis of adult education can help to integrate all the intitutions engaged in the field of adult education. This analysis will not only reduce wastage but will also help to raise the level of education of adults so that they can play a more active role in the economic, socio political and cultural life of the country.

8. Impact of adult education programme on universalisation of elementry education needs special studies.

9. Methods for designing numeracy materials and assessing the reading needs and interests of Neo literates can also be investigated.

10. Inter state and Inter Regional studies are needed to make wider use of the mass-media for the development
of adult education. Mass Media behaviour and their contribution need special research studies.

11. Special groups of adults i.e. Scheduled Castes, Scheduled Tribes, Agricultural and Industrial workers, Tribal Blocks and Prisoners are a few fields to be investigated.

The future research in adult education can be summed up with the observation from a report of the Directorate of Adult Education, "Problems relating to adult education are multi dimensional and multi disciplinary. Hence Research projects that are multi disciplinary in nature should be undertaken. Educationists, economists, sociologists, anthropologists and management specialists should provide useful insight into problems relating to adult education."