

ISSN- 2347-7180

Dogo
Rangsang

দগো
বাংছাং

Research Journal

গবেষণা পত্রিকা

Vol - II, Issue- III, July, 2015



Editor সম্পাদক

Dr. Upen Rabha Hakacham (Chief) ড° উপেন বাভা হাকচাম (মুখ্য)

Dr. Lalit Ch. Rabha (Asst.) ড° ললিত চন্দ্র বাভা (সহযোগী)

Dr. Angshuman Das (Asst.) ড° অংশুমান দাস (সহযোগী)

ISSN 2347-7180

DOGO RANGSANG RESEARCH JOURNAL

দগো বাংসং গৱেষণা পত্রিকা

Vol. II, No. III

দ্বিতীয় বছৰ, তৃতীয় সংখ্যা

July, 2015

জুলাই, ২০১৫

Chief Editor : Dr. Upen Rabha Hakacham

Editors : Dr. Lalit Chandra Rabha

Dr. Angshuman Das

মুখ্য সম্পাদক : ড° উপেন বাভা হাকাচাম

সম্পাদকদ্বয় : ড° ললিত চন্দ্ৰ বাভা

ড° অংশুমান দাস

সহযোগী সম্পাদক : ড° নিভাৰাণী ফুকন

: প্রণীতা বৰ্মন



DOGO RANGSANG RESEARCH SOCIETY

Gauhati University Campus

Guwahati - 14

Handwritten signature and date: 17-7-15

Dogo Rangsang Research Journal

(A Bilingual Journal of international Standard on Social Science and Humanities.)

Vol. II, No. III, June, 2015.

ISSN : 2347-7180

Editorial Board :

Adviser :

- Dr. Biplab Chakravarty, Retired Professor, Dept. of Bengali, Vardhaman University.
- Dr. K. V. Subbarao, Retired Professor, Dept. of Linguistics, Delhi University.
- Dr. Prabin Ch. Das, Retired Professor, Dept. of Folklore, Gauhati University.
- Dr. Irshad Ali, Retired Professor, Dept. of Anthropology, Gauhati University.
- Dr. Dipti Phukan Patgiri, Prof. and HOD, Dept. of Assamese, Gauhati University.

Chief Editor :

Dr. Upen Rabha Hakacham, Professor and Former Head, Dept. of Assamese, Gauhati University.

Editors :

- Dr. Lalit Chandra Rabha, Associate Professor, Dept. of Assamese, J.N. College, Boko
- Dr. Angshuman Das, Associate Professor and HOD, Dept. of Assamese, Moirabari College, Marigaon.

Associate Editor :

- Dr. Nibharani Phukan, Academic Consultant, Dept. of Assamese, KKHSOU, Guwahati
- Pranita Barman, Associate Professor, Dept. of Assamese, Arya Vidyapith College, Guwahati.

Address for communication :

- (a) Dr. Upen Rabha Hakacham
E-mail ID : urhakacham@yahoo.com
Ph. No. 09854002874
- (b) Dr. Lalit Chandra Rabha
E-mail ID : lalitcrabha@gmail.com
Ph. No. 09859721224
- (c) Dr. Angshuman Das
Ph. No. 09435395171

Price : **Rs. 200/-** (Two hundred) only.

Printed by :

Olivia Offset, Boko- 781123

দগো- বাংছাং গৱেষণা সমিতি

| | | | |
|------------------|---|--------------------------------|---------------|
| মুখ্য পৃষ্ঠপোষক | : | ড° উপেন বাভা হাকাচাম | |
| উপদেষ্টা মণ্ডলী | : | ড° প্ৰবীণ চন্দ্ৰ দাস | |
| | | ড° ইবন্বাদ আলি | |
| | | ড° দীপ্তি ফুকন পাটগিৰি | |
| | | ড° বিপ্লৱ চক্ৰৱৰ্তী | |
| সভাপতি | : | ড° ললিত চন্দ্ৰ বাভা | |
| উপ- সভাপতি | : | ড° নিভা ৰাণী ফুকন | |
| | | ড° আব্দুল বাতেন মণ্ডল | |
| সম্পাদক | : | ড° অংশুমান দাস | |
| যুটীয়া সম্পাদক | : | ড° কনেশ্বৰ বৰুৱা (প্ৰকাশন) | |
| | | বভ্ৰেশ্বৰ মিলি | |
| কোষাধ্যক্ষ | : | প্ৰণিতা বৰ্মন | |
| প্ৰচাৰ সম্পাদিকা | : | ড° জুব্বি শৰ্মা | |
| সাধাৰণ সদস্য | : | শ্ৰীমতী মঞ্জুলা বাভা (পৰিয়াল) | |
| আমন্ত্ৰিত সদস্য | : | ড° বিমল মজুমদাৰ | |
| | | শ্ৰীখগেন্দ্ৰ নাথ তালুকদাৰ | |
| বিশেষ সদস্য | : | লাচিত বৰুৱা | |
| | | প্ৰণীতা দেৱী | |
| | | নিমালি দাস | |
| সদস্য/সদস্যা | : | জ্যোতিৰ্ময় বৰদলৈ | |
| | | ড° মণিকা চুতীয়া | |
| | | পুণ্যালতা গোঁহাই | |
| | | অনুস্মিতা তালুকদাৰ | |
| | | চম্পক শইকীয়া | |
| | | মনীষা কোঁৱৰ | |
| | | দীপুমণি গগৈ | |
| | | অলকেশ ৰায় | |
| | | ধ্ৰুৱজ্যোতি দলে | |
| | | সংগীতা ৰাজখোৱা | ধনেশ্বৰ কলিতা |
| | | ৰাতুল বৰুৱা | নীহাৰিকা মৰাণ |
| | | মজিবুৰ বহমান | মমী শৰ্মা |
| | | অনুপমা বাভা | ৰেহনা চুলতানা |
| | | জ্যোতিস্মিতা বৰা | নিৰেদিতা মৰাণ |
| | | পুষ্পাঞ্জলি বৰদলৈ | আছমা ইয়াছমিন |

Guidelines for the Authors

1. Dogo Rangsang Research Journal is a bilingual i.e. Assamese and English Annual Research Journal. The Journal Publishes Research Articles, Research Papers, Review Papers containing original Research Works of good standard
2. All the Research Papers and Articles should be submitted by E-mail in soft copy. Soft copy should be in MS word or Page Maker. In English all the matters should be typed in times new Roman Font (Size 11 Point). In Assamese the matters should be typed in Geetanjali light Font (Size 13 Point) of Ramdhenu Software.
3. Maximum pages of a paper should be 12 pages in A-4 size.
4. Papers must include Abstract, Introduction, Methods, Conclusion and References. Heading and sub-headings should be capitalized and bold faced.
5. After receiving of the Research Papers, the papers will be sent to peer review team for approval. Without approval of the team the papers will not be published. Their decision regarding acceptance will be final.
6. The Editorial Board reserved the right to take the final decision on accepting or rejecting a paper and makes changes in the articles.
7. Authors will be solely responsible for factual accuracy of their contribution.
8. The manuscript will not be returned in any case whether accepted or rejected.
9. Authors and co-authors may or may not be members of Dogo Rangsang Research Society but the authors should purchase atleast ten copies of the Journal (In which Volume their articles are printed) for the broad circulation.
10. The date for releasing the Journal is on 2nd January i.e. on the Birth Anniverserry of Professor Upen Rabha Hakacham. Hence all the articles should be sent before six months of publication.
11. The Research Articles must be accompanied by a copy right certificate duely signed by the contributor(s) in the following format.

Certificate

Certified that the manuscript / paper titled is original, unpublished and is not under consideration for publication elsewhere. Further, it will not be submitted for publication elsewhere until a decision is conveyed regarding its unacceptibility for publication in 'Dogo Rangsang Research Journal'. If accepted for publication, I / we agree that it will not be published elsewhere in whole or in part without prior permission of the Editorial Board of Dogo Rangsang Research Journal.

I/we, the undersigned author(s), hereby transfer / assign all copyrights of my / our papers titled to Dogo Rangsang Research Journal.

Date

Signature

Address for communication:

সূচীপত্ৰ/Content

| | | |
|--|--|-----|
| সম্পাদকীয় | সম্পাদনা সমিতি | 6 |
| অসমীয়া বিভাগ : | | |
| * লক্ষ্মীনাথ বেজবৰুৱাৰ গদ্যশৈলী | ড° মঞ্জু লক্ষৰ | 9 |
| * অসমীয়া কবিতাত আধুনিকতাৰ প্ৰথম জিলিঙনি | ড° মহেশ্বৰ কলিতা | 34 |
| * ৰোমান্টিক অসমীয়া কবিতাৰ ৰূপতাত্ত্বিক বিশেষত্ব | জ্যোতিমালা গোহাঁই | 42 |
| * লোকসাহিত্যৰ অমূল্য বৈভৱ— ফকৰা-যোজনা, সাঁথৰ, পটন্তৰ আৰু ডাকৰ বচন | ড° বীণা বাণী বৰদলৈ | 50 |
| * কবি নীলমণি ফুকনৰ কবিতা | ড° অৰ্চনা পূজাৰী | 65 |
| * দেৱকান্ত বৰুৱাৰ 'সাগৰ দেখিছা'ত প্ৰেমৰ স্বৰূপ : এটি আলোচনা | বৰ্ণালী ডেকা | 72 |
| * মামণি বয়ছম গোস্বামীৰ উপন্যাসত নাৰীবাদ আৰু শ্ৰমিক নাৰী (মামৰে ধৰা তৰোৱাল আৰু অহিৰণৰ বিশেষ উল্লিখনসহ) | ভৱানী দাস | 83 |
| * মৰাণসকলৰ জনগোষ্ঠীয় সাজপাৰ | নীহাৰিকা মৰাণ | 86 |
| * অসমীয়া উপন্যাসত শিক্ষিতা নাৰীৰ স্বৰূপ (পুৰুষ আৰু মহিলা উপন্যাসিকৰ বচনাৰ আধাৰত এটি তুলনামূলক বিশ্লেষণ) | স্বাতী কিৰণ | 94 |
| * লখিমপুৰ জিলাৰ হাজংসকলৰ মাজত প্ৰচলিত গীত-মাত : এটি অধ্যয়ন | সংগীতা ৰাজখোৱা | 103 |
| * চৰ-চাপৰিৰ অভিবাসী অসমীয়া মুছলমান সম্প্ৰদায়ৰ লোকভাষা : এটি অধ্যয়ন | বেহনা চুলতানা | 119 |
| * পৰম্পৰাগত আৰু আধুনিক অসমীয়া ব্যাকৰণ : এটি তুলনা | ড° খগেশ সেন ডেকা | 126 |
| * নাথ-যোগী সমাজৰ জন্ম-বিবাহ-মৃত্যুৰ লগত জৰিত | | |
| * আচাৰ-অনুষ্ঠান | দ্বিজেন নাথ | 139 |
| ENGLISH SECTION : | | |
| * Intangible cultural heritage of the Singphos | Manisha Konwar | 145 |
| * Exponents of Neo-Classicism and Their Contributions to Modern Arabic Poetry: A Brief Study | Dr. Abdul Latif Ansary | 154 |
| * Role of Janshikshan Sansthan in Providing Continuing Education with Sepcial Reference to Boko Development Block of Kamrup District, Assam | Mrs. Bijaya Deka Dr. Bibhuti Bhusan Panda | 164 |

Role of Janshikshan Sansthan in Providing Continuing Education with Sepcial Reference to Boko Development Block of Kamrup District, Assam

Mrs. Bijaya Deka *
Dr. Bibhuti Bhusan Panda **

1. Introduction:

Education is a continuous process of development and also a powerful tool of transforming an individual's attitude. The aim of formal education is to help the individual for harmonious development and equip a person to discharge effectively his or her duties and responsibilities in life. John Dewey (1859-1952) defined "Education is the development of all those capabilities in the individual which will enable him to control his environment and fulfil his possibilities." Swami Vivekananda (1863-1902) viewed "Education is the manifestation of divine perfection already in man."

Education brings light into individual's life eradicating backwardness, curing disease, providing justice and equality in life and helping us to be a good citizen. But every individual is not capable of receiving the formal education within the stipulated time frame scheduled by the formal education system. Several reasons contribute in this field to restrict these persons to enter the arena of formal education during schooling period. But it is inevitable that to built a strong society or a strong nation, people of all section of society must be educated. International Education Commission by UNESCO (1972) Report entitled "Learning To Be" highlighted for the first time

* Associate Prof., Deptt of Education, J.N.College, Boko, Kamrup Assam, India
** Principal, Bimala Prasad Chaliha College, Nagarbera, Assam, India

the failures of formal education system. It stressed on need for development of Non-formal Education Programme.

2. Non formal Education:

Non-formal Education is a system of life-long education where learning integrated with work life. It enables individuals to refresh and update their knowledge and also helps them to be more practical in life.

Non-formal education is imparted through different ways like open school system, open university, correspondence course, summer institutes, postal tuition, television programme, radio broadcasting programme, e-education etc. It has been named differently, under different circumstances, situations and time, e.g. Adult Education, Social Education, Mass Education, Community Education, Public Education, Basic Education, Functional Literacy, Continuing Education etc.

3. Concept of Continuing Education:

'Continuing education' refers to that part of education, which takes place after the education of initial or basic (elementary) education. It is a vision of the learning society, in which education is freely accessible to all, and relevant to the interest and cultural values of learner. It takes Place in formal institution, through non-formal provisions like part-time evening courses. It may also be possible even in informal sitting not usually thought of as educational. It meets the needs of the learner at his or her actual stage of knowledge of awareness. It may be illiteracy, semi-literacy or high qualifications honed by professional experience.

Continuing education emphasises the education that never stops. As for instance, the neo-literate may travel from adult literacy to post literacy to continuing education; or in case of people or a higher level, students may opt for continuing with courses after passing school. People may discontinue education at various stages due to several reasons and may wish to resume his education at a later period. It may mean that education may occur repeatedly after break. The concept of 'Learning society' (UNESCO, 1972) means the society which provides continuous learning opportunities to all section of the people. It is an inclusive concept, which engulf all the meaning of continuing education and provides educational possibilities for all. According to this report a learning society is one in which all agencies of a society are educational providers, not just those engaged in learning taking full advantage of the opportunities provided by the learning society.

Continuing education covers diverse methods as independent study, broadcast, videotape, online, and other forms of distance learning, group discussion and study circle, conferences, seminars, workshop; full or part-time classroom study. There is no specific formal or length for this type of programme; some may take a weekend while others can span weeks or even months.

The programme includes literacy classes for illiterate, platform for discussion, opportunities to learn new skills, for improvement of quality of life, activities for recreation or leisure time activities, income-generating vocational skills and information window.

The continuing education scheme is multi-faceted and enjoys supreme flexibility to allow grassroots community participation. NLM, Continuing Education Centres and Nodal Continuing Education Centres etc. are the principal mode of implementing continuing education programmes. The University Grants Commission (UGC) has played a key role in shaping the character of Universities Adult Education in India since the launching of National Adult Education programme in 1978. Besides Govt. efforts some NGOs also tried to help in providing continuing education in rural areas of the country. Like other NGOs JSS, Kamrup also provides various programmes for the upliftment of life style of under privileged people particularly women folk by offering continuing education in Kamrup district of Assam.

5. Jan Shikshan Sansthan (JSS) Kamrup :

Jan Shikshan Sansthan Kamrup (JSS) is an Institute of People's Education (IPE) which was established in the year 2003 under the aegis of Gyan Vigyan Samiti, Assam. JSS, Kamrup aims to promote educational, vocational skills and awareness programmes for life improvement of trainees. It has been offering various courses for skill up gradation. Over the years JSS, Kamrup has taken up a number of activities and programmes viz. cutting and tailoring, weaving, traditional weaving, motor driving, food processing, flower and doll making, candle production, embossing, painting, beauty culture and health care etc. to develop the occupational skill, awareness and promote continuing education among the underprivileged particularly of weaker section of women. Since its inception JSS, Kamrup has provided vocational training to near about 30000 beneficiaries making them self-sufficient. They are engaged in many sectors like self-employment, wage employment, some are though not earning but supplementing their domestic income in indirect way. Besides these training programmes many life enrichment education like Total Literacy Campaign (TLC), Post Literacy and Continuing Education and AIDS Awareness and Life Enrichment Education including Right to Information Act, 2005, Panchayati raj Awareness, Women and Child Health, Nutrition, National Integration, Rights and Duties of Indian Citizen, Eradication of Superstition, Environmental Education, Consumer Awareness, Eye Care, Sanitation, Breast Feeding, First AID etc. which are beneficial for day to day life. As a result more women are able to take part in socio-political and cultural field. As they are economically sound in comparison to their earlier positions they are now able to take part in decision making process not only in their family matter but also in social life. JSS, Kamrup has been

working in the field of continuing education in 17 Blocks of Kamrup District of Assam including Boko Development Block.

6. Significance if the study:

Continuing education is very helpful to those people who, for some reason could not get sufficient education or complete their education in stipulated time but still have keen desire to acquire knowledge either for own sake or for improving their prospects in life or for functioning as better citizen of society.

The citizen today needs to be dynamic and keeps pace with the changing world. Even those who are highly qualified in formal system must continue to learn to compete with the challenges of society and also to meet the demand of global society. Deep rooted traditions and rigid attitudes to social changes and progress often hamper the socio-economic development of a developing country like India. It has not been possible to provide opportunities for higher education to all sections of the community through regular and formal courses. On the other hand to meet the needs of the ever universe of knowledge and to help in understanding and communicating new ideas and techniques. In this context JSS, Kamrup has strived hard to ameliorate the conditions of the underprivileged, particularly women in the spirit of NGO's with a missionary zeal by providing continuing education.

7. Statement of the problem:

On the basis of the discussion held so far the study is entitled as "Role of Jan Shikshan Sansthan, Kamrup in providing continuing education with special reference to Boko Development Block of Kamrup District, Assam"

8. Objectives: The objectives of the study are as follows :

- i). To study the role played by JSS, Kamrup in providing continuing education among ST, SC and women in Boko Development Block.
- ii. To find out the role played by JSS, Kamrup in providing continuing education particularly to the illiterate and neo-literate

6. Research question :

(i) How far JSS Kamrup has been successful in providing continuing education to the ST, SC and women ?

(ii) What has been the role of JSS, Kamrup in providing continuing education to the illiterate and neo-literate ?

9. Study area :

Boko Development Block is situated in the South Kamrup district of Assam and Southern part of the river Brahmaputra. The Block is bounded by Chamaria Revenue Circle land on the North and Chhaygaon Revenue Circle land in the East, by Maghalaya state on the South and by Goalpara district on the West.

10. Delimitation of the study :

- (i) The study is confined to Boko Development Block only.

- (ii) The study is confined to continuing education only.
 (iii) The study is limited to 118 women in the age group of 15-35 only.

11. Design of the study: The study has been designed under different head viz.:

11.1 Sample: In order to collect the relevant data for the study, the investigator selected 118 beneficiaries. For that purpose first of all a list of vocational training programmes executed by the JSS, Kamrup at different development blocks during 2007-2012 were collected from the office of JSS, Kamrup, Assam. Then the investigator selected 5 vocational programmes under Boko Development Block. Regarding the selection of beneficiaries only those beneficiaries were considered who have been recognized as deprived and underprivileged group of the society. Most of them belong to ST, SC, OBC and women. Their educational status is between class IV to XII. Keeping the nature of study the investigator selected the beneficiaries by using random sampling method. Table 1 shows the details of the selected vocational courses, number of beneficiaries and duration.

Table 1: Details of selected vocational courses, number of sample beneficiaries and duration.

| Sl. No | Name of the vocational Programmes | Number of beneficiaries | Duration |
|--------|-----------------------------------|-------------------------|----------|
| 1 | Artificial flower and doll making | 20 | 2 months |
| 2 | Beauty culture & Health care | 15 | 3 months |
| 3 | Cutting & Tailoring | 26 | 3 Months |
| 4 | Food Processing | 25 | 15 Days |
| 5 | Traditional Weaving | 32 | 3 Months |
| | Total | 118 | |

Table 2 shows details of caste and educational status of sample beneficiaries of respective vocational

| Category | ST | SC | OBC | Gen | Literate | Illiterate | Neo-Literate | Total |
|-----------------------------------|----|----|-----|-----|----------|------------|--------------|-------|
| Artificial flower and doll making | 12 | -- | 4 | 4 | 19 | 1 | -- | 20 |
| Beauty culture & health care | 4 | - | 8 | 3 | 15 | -- | -- | |
| Cutting & Tailoring | 8 | 4 | 7 | 7 | 20 | 4 | 2 | 26 |
| Food Processing | -- | 5 | 14 | 6 | 21 | 4 | -- | 25 |
| Traditional Weaving | 13 | -- | 18 | 1 | 31 | 1 | -- | 32 |
| | 37 | 9 | 51 | 21 | 106 | 10 | 2 | 118 |

3.4 Method: present study is conducted under descriptive survey methods.

3.5 Data: The study based on primary and secondary data.

3.6 Tools: The investigator developed an attitude questionnaire to collect data. The attitude questionnaire consisted of 5 statements and aimed to assess the role of JSS, Kamrup in providing continuing education at Boko Development Block.

The attitude questionnaire was design following Likert method. Though JSS, Kamrup provides more than 12 vocational training programmes in this locality only five training programmes selected for the study.

Analysis of data: The investigator personally visited the selected vicinity and approach the concern respondents and collected data through the attitude questionnaire.

In the present study high score on the attitude scale indicates the presence of a positive attitude toward continuing education. The Higher the score presumably the better will be attitude towards continuing education. The low score indicates unfavorable attitude. The results in this study have been interpreted accordingly. Table-3 shows the Attitude score of beneficiaries towards continuing education.

Table 3 Attitude scores of beneficiaries towards continuing

| Sl No | Statement | Highly Favorable | Favorable | Unfavorable |
|-------|--|------------------|------------|-------------|
| 1 | Acquired life enrichment education | 44 (37.29) | 48(40.68) | 26 (22.03) |
| 2 | Acquired life enrichment education | 20 (16.95) | 77 (65.25) | 21 (17.80) |
| 3 | Answer of right and responsibilities of good citizen | 38 (32.20) | 37 (31.36) | 43 (36.44) |
| 4 | Regarding customers care and rights | 36 (30.51) | 62 (52.54) | 20 (16.95) |
| 5 | Leading a respectable life | 51 (43.22) | 53 (44.92) | 14 (11.86) |

Figure in the brackets are percentage values

It is evident from the Table 3 that 37.29% respondents trained in food processing, traditional weaving, cutting- Tailoring, Beauty Culture & Health care and artificial flower and doll making at Boko Development block have highly favourable attitude towards life enrichment education. 40.68% have favourable attitude. Thus, the combined percentage of these two shows that 77.97% respondent have favourable attitude towards life enrichment education leaving 22.03% in unfavourable category.

From the Table 3 it is seen that 16.95% respondents trained in food processing, traditional weaving, cutting & Tailoring, Beauty Culture & Health care and artificial flower and doll making at Boko Development block have highly favourable attitude towards understanding the value of leisure time. 65.25% respondent have favourable attitude. Thus, the combined percentage of these two shows that 82.20% respondents have favourable attitude towards understanding the value of leisure time putting 17.80% into unfavourable category.

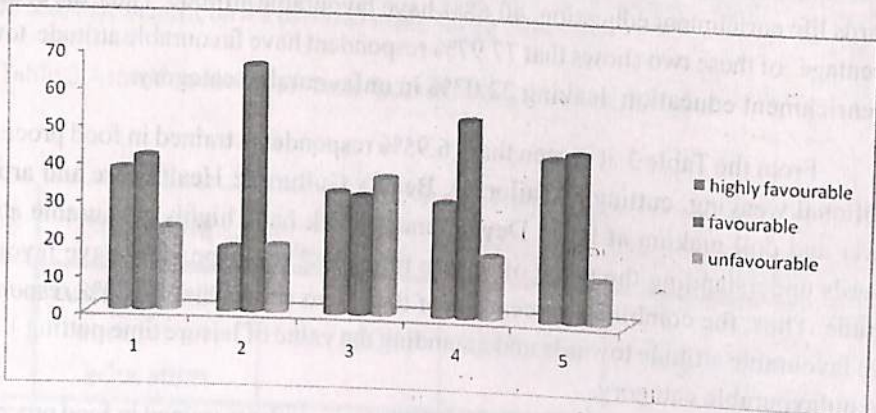
It is evident from the Table 3 that 32.20 % respondents trained in food processing, traditional weaving, cutting & Tailoring, Beauty Culture & Health care and artificial flower and doll making at Boko Development block have highly favourable attitude towards right and responsibilities of a good citizen. 31.36%% have favourable attitude. Thus, the combined percentage of these two shows that 63.56% respondent have favourable attitude towards right and responsibilities of a good citizen. The remaining 36.44% respondent are in unfavourable category.

It is evident from the Table 3 that 30.51 % respondents trained in five respective vocational programmes have highly favourable attitude towards customers care and rights. 52.54% have favourable attitude. Thus, the combined percentage of these two shows that 83.05% respondent have favourable attitude towards right and responsibilities of a good citizen leaving 16.95 % respondent in unfavourable category.

It is evident from the Table 3 that 43.22 % respondents trained in same at Boko Development block have highly favourable attitude towards leading a respectable life. 44.92 %% have favourable attitude. Thus, the combined percentage of these two shows that 82.20% respondent have favourable attitude towards leading a respectable life putting 11.22% respondent into unfavourable category.

Fig.1 shows the graphical representation of attitude scores of beneficiaries towards

Continuing education



8. Findings: On the basis of the above analysis the following findings have been obtained..

The various categories of trainees in general have favourable attitude towards JSS programmes and they opined training by JSS has developed their occupational skills.

A large number (77.97%) of respondents trained in food processing, traditional weaving, cutting-tailoring, beauty culture and health care and artificial flower and doll making have favourable attitude towards life enrichment education.

This indicates that this training has been playing an effective role in proving continuing education particularly to ST, SC and women.

Likewise a majority (82.20%) of beneficiaries have favourable attitude towards value of leisure time. It shows that this training has been playing a vital role in providing continuing education.

A large number (63.56%) of respondents trained in same have favourable attitude towards rights and responsibilities of a good citizen whereas 83.05% of beneficiaries have favourable attitude towards customers care and rights.

On the other hand majority (88.14%) of respondent have favourable attitude towards leading a respectable life. This indicates that this training has been playing an effective role in proving continuing education to particularly ST, SC, and women as well as illiterate and neo-literate.

9. Suggestion: The study was conducted on 118 beneficiaries who were trained in five vocational programmes rendered by JSS, Kamrup, Assam. The findings reported in this study are significant but it has few limitations also. The investigator from her

experience in conducting the study would like to recommend the following for further research by other investigators.

- (i) This study can be replicated on a large sample to examine the role of JSS, in providing continuing education
- (ii) An analytical study of various JSS may be conducted.
- (iii) Role of JSS in developing SHG among the women may be examined.
- (iv) The contribution of the JSS towards national economy may be assessed.

10. Conclusion:

National progress depends upon the hard work, energy, selflessness and devotion of the individual of a country. People can improve work efficiency and productivity through continuing education which contributes a lot to the economic growth of a nation. It is true that it is impossible to imagine the progress of a nation without the contribution of women. The extensive role of women begins with the family and expands to the different organs of the society in building up a healthy and civilized nation. Therefore women should be capable enough to save themselves from all kinds of discrimination and exploitation which also resembles their personality development. As continuing education is a tool for improving life, it may help to promote social equity, justice, peace and harmony among the people. Along with the Govt., NGOs and other sections of the society should come forward with positive mind to help women folk in uplifting their position in the society. From that point of view, JSS, Kamrup has been playing a significant role in providing continuing education to women folk of society since its inception. It has really performed rewarding achievement in educating women through informal system.

BIBLIOGRAPHY:

- Aggarwal J.C.(2004): Teacher and Education in a Developing Society. 4th edition, Published by Vikas Publishing House Pvt. Ltd.
- Akhtar Sarma, (Goswami & Sarma (2006) : An introduction To Higher Secondary Education.
- Barua, A, Kalita P. (2008 edition) : Naba Sanskarar Babe Khudra Uddyog Sthapanar Prarikshan Puthi, Published by Dr. Ganeswar Saharia, GS. GVS. Assam, Ghy.-1
- Chand, Prem (2007): Status of Adult Literacy in India. A data base for Literacy Programmes by NLM, Directorate of Adult Education Department of School Education and Literacy.
- Das, Phunu & Goswami Sharma ,Nirupama (2008) : Principles and Theories of Education, Published by Santi Prokashan,Guwahati-1, Assam.

- Jena V.K. (editor) : Jan Shikshan Sansthans The promise and the performance, Published for NLM by Directorate of Adult Education, Jamnagar House, New Delhi.
- Kumar S (editor) : Education For All (Spotlight on Adult Education) Published by National Institute of Adult Education 10. B.I.P. Estate, New Delhi.
- Pathak ,G .Deka, A . (2014) : Continuing Education and Distance Education, Published by Surya Prakash, Guwahati, Assam, India.
- Singh, Madan,(2008) : New Companion to Adult Educators, Second edition, Published by International Institute of Adult & Lifelong Education ,Indian Adult Education Association, 17-B,I.P.Estate, New Delhi-110002.



মানুহ গঢ়াৰ এক কমাৰ্শাল ঃ আইকণ

আইকণ ইংলিছ স্কুল

আইকণ একাডেমী

আইকণ কমাৰ্চ কলেজ

ACADEMY

ICON ACADEMY

বজিলী বৰুৱা
অধ্যক্ষ,
আইকণ ইংলিছ স্কুল

সপোন দূৰবা
অধ্যক্ষ,
আইকণ একাডেমী

ড° প্ৰণৱ ভট্টাচাৰ্য
অধ্যক্ষ,
আইকণ কমাৰ্চ কলেজ

আইকণ একাডেমী

বাজগড়, গুৱাহাটী-৭৮১০০৩

বাধা বৰা
সভাপতি

ড° প্ৰণৱ ভট্টাচাৰ্য
সঞ্চালক

ISSN 2347-7180

