CHAPTER 1
INTRODUCTION
CHAPTER I

INTRODUCTION

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CHAPTER I

INTRODUCTION

The great Chinese philosopher K’uan-Tzu has said, "If you plan for a year, plant a seed. If for ten years, plant a tree. If for a hundred years, teach the people. When you sow a seed once, you will reap a single harvest. When you teach the people, you will reap a hundred harvests".

The same spirit was echoed by the great educationist and humanist Dr. Zakir Husain, when he said, "Education is the life breath of our democracy. It is education that can give us a common vision of the future that we are striving to fashion, and generate, in us, the intellectual and moral energy to create it. Education alone can preserve the old values worth preserving and education alone can give us the new values worth striving for".

In the Encyclopaedia Britannica, education is described as the "Socialisation process through which a person learns in his way of life. It is a continuing process from birth to death".
The concept of education was, however, indicated by Gandhi for the first time in an article published in Harijan on July 31, 1937. He wrote: "By education, I mean an all-round development drawing out of the best in child and man, body, mind and spirit". He held that education does not mean literacy alone. He rather believed in the literacy of the personality.

Education is generally accepted as an engine of modernization which can break barriers and raise consciousness in society. It has spin-off and ripple effects whose influence extends beyond the classroom, horizontally across all layers of society and vertically across layers of time. Education has its own concept and scope. In some countries, primary education, literacy program and parts of continuing education are included in the basic education system. In other countries, eight to nine years of compulsory schooling, literacy program and various types of continuing education make up the basic education system.

The World Declaration, adopted by the World Conference On Education for All, held in Jomtien in 1990, has proposed an "expanded vision of basic education". It states that: "The diversity, complexity, and changing nature of basic learning needs of children, youth and adults necessitates the
broadening and constant redefinition of the scope of basic education to include the following components:

Learning begins at birth and this calls for early childhood care and initial education, which can be provided through arrangements involving families, communities or institutional programmes, as appropriate.

Primary schooling is the main delivery system for the basic education of children outside the family. Primary education must be universal. It must ensure that the basic learning needs of all children are satisfied, taking into account the culture, needs and situations of the specific community. Supplementary alternative programmes can help meet the basic learning needs of children who have limited access, if any, to formal schooling, provided that they are the same learning standards applied to schools, and are adequately supported.

The basic learning needs of youth and adults are diverse and should be met through variety of delivery systems. Literacy is a necessary skill which provides the foundation for other skills. Literacy is the mother tongue which strengthens a person's cultural identity and heritage. Other
needs can be served through skills training, apprenticeships, and formal and non-formal education programmes in health, nutrition, population, agricultural techniques, the environment, science, technology, family life, including fertility awareness, and other social issues.

All available instruments and opportunities for information communication, and social action should be used to help convey essential knowledge and to inform and educate people concerning social issues. In addition to traditional means, libraries, television, radio and other media should be mobilized to their full potential in meeting basic education needs.

These components constitute an integrated system, in which the components are complementary, mutually reinforcing, and of comparable standards, thus contributing to create and develop possibilities for lifelong learning".

1.1. NEED AND IMPORTANCE OF EDUCATION

The importance of education can be interpreted from a reply by Aristotle. The question asked was "How much better educated men were than those who were uneducated. The reply was " As much as the living are than the dead." In
almost all countries, education is designed to fulfill three well-defined functions:

i) As a basic human need: People require education not only for the structured information in the core subjects of the curricula but also as a tool for gaining attitudes, values and skills on which they can build later. The former is called surface learning and the latter is deep learning. Deep learning urges the learning potentials and enables students to respond to new opportunities without formal guidance, to participate in society and to respond to changes.

ii) As a means of meeting other basic needs: Education influences and is in turn influenced by other basic needs, and it also serves as a catalyst in creating needs where none existed before. This is the upward pull or mobility that raises a country's level of aspirations and expectations. A country's quality of life is the total of these aspirations and expectations, and it is directly related to its quality of education.

... iii) As an activity that sustains and accelerates economic development: Education prepares and trains skilled workers at all levels to manage capital, technology, services and administration in every sector of the economy. Economists believe that long-term returns on investment in education
exceed returns on alternative kinds of investment and these returns are not subject to cycles and recessions. Second, through trained personnel, developed methodologies and institutional settings, education facilitates the advancement of knowledge in pure and applied fields. Third, rapid economic growth, technological advancement and social change tend to tear down traditional, social and religious support systems. Education enables individuals to make the transition to new social orders by providing self-understanding, better knowledge of the choices available and a critical appreciation of the nature of change itself. Thus education becomes a kind of future-shock absorber.

Education is a needful one, it gives freeness from economical and social evils, freedom from traditional slavery, awareness of issues of nation and homely enlightenment to lead a peaceful life in the family as well as society. However the basic aim and objective of education should be the preparation of the young for the future as they would belong to the future.

John Dewey states, “Education is life, education is growth, education is social process” Education is life-oriented in social setting for the growth and development of both the
individual and the society. Education must be based on the foundation of equality which ensures harmony among the individuals and development in the society.

Broadly speaking, education means the passing on of the knowledge that a society has acquired from one generation to another. Charles E. Skinner says, “Education is the phase of the social process which is fostered by society for the purpose of fitting its members for life in the group.”

Swami Vivekananda speaks of education, “by which character is formed, strength of mind is increased, intellect is expanded and by which one can stand on one’s feet”. The former President of Princeton University, Dr. John Ghibben has said, “Education is the ability to meet life’s situation”. According to Herbert Spencer, “The great aim of education is not knowledge but action”.

If a real national integration has to be achieved, one cannot afford to ignore the importance of imparting education. Social and national integration is a major problem which has to be tackled on several fronts including the education. It is the responsibility of the government as well as to the voluntary
organisations and the educationists to bring the different social classes together and promote the emergence of an integrated society resources.

1.2. EDUCATION AND DEVELOPMENT

According to Jacques Delors in the Report to UNESCO of the International Commission on Education for the Twenty-First Century, "Education is not a miracle cure or a magic formula opening the door to a world in which all ideals will be attained, but is one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression..."

Dipankar Sinha in the World Bank Development Report, (1998-99) says, "Knowledge... can easily travel the world, enlightening the lives of people everywhere. Yet billions of people still live in the darkness of poverty - unnecessarily... poor countries - and poor people- differ from each other not only because they have less capital but because they have less knowledge."

Education and Development is the essence of life. Today all developing countries have a chance to make tremendous breakthrough in economic development. The advent
of new technologies like Info-Tech and biotechnology have opened up new vistas for both economic and social development of the country. But, without education all development programmes will go in vain.

Rao (1966) said "without education it is not possible to have that range and speed of economic and social development which we require, nor is it possible to have that content, or quality or tone to our economic and social development that makes it worth while in terms of values and welfare."

1.3. LITERACY AND EDUCATION

Literacy and Education were synonymous. The line of demarcation between literacy and education was very thin. The Oxford Dictionary defines literacy as, "the ability to read and write". The aim and objective of literacy is to maintain, sustain and develop a healthy mind in a healthy body.

Literacy is most effective when it becomes an instrument to liberate people from their old habit and creating awareness of their potential. According to Frank Laubach (1940) "Literacy is a tool to be constantly sharded and projected so that it becomes a person's companion".
Literacy is a means not an end in itself. Although the main emphasis in the beginning may be placed on the liquidation of illiteracy, adult education in the full sense must be provided for those already literate. The amount of this should progressively increase and illiteracy disappears.

According to Legrand (1970), "Acquiring literacy is neither solely nor basically the process of mastering a means of communication, nor does it imply the mere gaining of a new mode of expression. Its true meaning in the passage from one type of civilization to another, or more explicitly, the passage from an oral civilization, with its accompaniment of traditions and customs, to a written civilisation with its own assortment of reference, innovations, transformation on the basis of legality, and introduction to rational process of perception and reflection. It is at the same time the passage from a society closed in upon itself to one which is necessarily open to the world. Its consequences are incalculable, very often in the short term and assuredly in the medium and long term."

1.4. EDUCATION FOR ALL

Colin N. Power, Assistant Director General for Education, UNESCO has outlined the role of UNESCO in education as, "UNESCO'S action in education is aimed at two essential goals."
The first of these is quite simply, to make the right to education a reality for all the world's citizens. This is a task as enormous as it is essential. Enormous because there are today over 900 million adult illiterates and over 100 million children of primary school age who are not enrolled in school. Essential because education is the principal means for preparing people to participate effectively in the development of their communities and nations.

The EFA 2000 Assessment is a major, global endeavor that aims to enable the participating countries to:-

- Construct a comprehensive picture of their progress towards their own "Education for all" goals since the 1990 Jomtien Conference.

- Identify priorities and promising strategies for overcoming obstacles and accelerating progress, and

- Revise their national plans of action accordingly. The results should be useful for policy makers, planners and managers both within and outside government (Extract from Education for all - The year 2000 Assessment General Guidelines).
The World Declaration on Education for All - Meeting Basic Learning Needs Extract from Article 5 highlights "The main delivery system for the basic education of children outside the family is primary schooling. Primary education must be universal, ensure that the basic learning needs of all children are satisfied and take into account the culture, needs and opportunities of the community.

The framework for Action adopted at Jomtien, 1990, called upon all countries to adopt policies and practices that would ensure "Universal access to, and completion of primary education by the year 2000."

Article I of the Jomtien Declaration stated that "The satisfaction of these needs empowers individuals in any society and confers upon them a responsibility to respect and build upon their collective cultural, linguistic and spiritual heritage, to promote the education of others, to further the cause of social justice, to achieve environmental protection, to be tolerant towards social, political and religious systems, which differ from their own, ensuring that commonly accepted humanistic values and human rights are upheld, and to work for international peace and solidarity in an interdependent world."
1.5. ILLITERACY A CHALLENGE

Illiteracy blocks the economic and social development. It also affects population control, national integration and improvement in health and sanitation. Gunner Myrdal (1968) in his book, 'Asian Drama' observes that the quest for rapid development required a well proportioned and integrated educational programme including mass programmes of adult education, whose impact on development is noteworthy. The Education Commission (1964-66) rightly observes, "The circumstances of modern life condemn the illiterate to live an inferior existence." Bowman and Anderson (1963) reported the trends between economic development and illiteracy. They found that the countries with more than 90 per cent rate of literacy were very much Golden (1955) covered 54 countries and emphasized the relationship between literacy and economic development. In India the social rate of return to literacy is estimated to be 15.9 times greater than the return to illiteracy while the private rate of return is 30 times to that of illiteracy (Nallagoundan, 1967). One can therefore, easily estimate the enormous loss to economic development due to large quantum of illiteracy in our country. Rao in his words says that without literacy it is not possible to have that range and speed of economic and social development which we require. There is
also a clear correlation between literacy rates and the economic performance of countries for the period 1960-77, the eight fastest growing countries had 16 percent higher literacy rates than the average for the developing countries as a whole and achieved a 5.7 per cent growth rate as against 2.4 per cent for all less developed countries. The impact of education is not limited to gross national product growth but extends to all aspects of social welfare. It has been found to have positive measurable influence on expectation and one percent increase in literacy is associated with a reduction in infant mortality of 0.55 per 1000 of the population.

According to UNESCO office statistics, nine countries in the world have more than ten million illiterates each. They constitute three quarters of illiterates in the world. India and China alone account for well over half. There are 889 million known adult illiterates 15 years and over in the world, among them more than one adult in four. Over 100 million children of primary school age (6-11 years) in the developing countries are not enrolled in schools. These unschooled, little schooled and poorly schooled young will grow up to become the adult illiterate of tomorrow.
To Paulo Freire (1970) illiteracy is an imposed condition, the consequence and evidence of oppression. The goal of "cultural action," the term Freire prefers to education or literacy work, is to overcome oppression through action based upon a critical awareness of reality. Learning to read and write are not ends in themselves, but ways through which the oppressed came to understand their environment and learn to hold history in their minds. Thus illiteracy is a problem of planetary dimension, which directly or indirectly, concerns all states and people.

All illiterate persons who can neither read nor write are totally dependent on their fellow beings. Illiteracy is a great curse to our society.

Illiteracy has been a serious problem in India for many decades. It has caused unemployment and poverty directly. According to the World Bank Report, 100 crore illiterate people would enter the 21st century in the world. Out of that 50 crore will be in India alone. On the global scale, more than sixty percent of the world's illiterates (estimated as 889 million) are women. The percentage is more in the developing countries.
The removal of illiteracy is the basic requirement of social justice in a society, which is driven by disparity and discrimination. Literacy is also perceived as a tool of self defence against social inequalities.

1.6. THE WAY TO A LEARNING SOCIETY

Literacy is a vital condition for progress, development and even for survival. UNESCO defines a literate person as one "Who can, with understanding, both read and write a short simple statement of his everyday life." A person is functionally literate when he can engage in all those activities in which literacy is required for effective functioning of the group and community.

Article 45 of the constitution provides for free and compulsory primary education to all the children of the country. If the constitutional directive of free and compulsory education for the children up to the age of 14 years were fulfilled, all the children would have been literate before entering the adult population of 15 years and above.
Literacy programmes should have three essential ingredients:

i. It must be, as far as possible, work-based and aimed at creating attitudes and interests and imparting skills and information which will help a person to do efficiently whatever work he is engaged in.

ii. It must help the illiterates to interest himself in vital national problems and to participate effectively in the social and political life of the country.

iii. It must impart such skill in reading, writing and arithmetic as would enable him, if he so wishes, to continue his education either on his own or through other available avenues of informal education.

India and many other countries believe that correlation between literacy and development is significant. The Directorate of Adult Education, in its News letter Vol.XI June 1988, lists the utility of literacy under the title "what literacy can do". It can do wonders in improving the life of the nation as a whole. Some of literacy's contribution include.
- higher productivity
- higher income
- higher standard of living
- better awareness
- better human relationship
- better citizenship
- eradication of social problems
- eradication of infant mortality
- eradication of poverty
- eradication of inequality
- improve national integration
- improve achievement of national goals
- improve labour relations
- improve employer - employee relations
- improvement of people in development effort
- achievement of social justice
- proper functioning of democracy
- Self - help and self - reliance endeavors
- national effort of all types
- enhance women's development
- enhance scientific temper
- enhance human dignity
- enhance prestige of the country as a whole.
1.7. LITERACY AT GLOBAL LEVEL

The World Conference on Education For All held at Jomtien in March, 1990 drew attention of the nations to the importance and impact of basic education and to force a global consensus and commitment to provide, basic Education for All by 2000. The conference also suggested a Framework for Action to meet the basic learning needs of all people. The fifth International Conference on Adult Education 1999 held in Germany felt that adult learning had undergone substantial changes and experienced enormous growth in its scope and scale. The conference decided to explore the potential and the future of adult learning broadly conceived in a dynamic manner as a necessary skill in itself and one of the foundations of other skills within a framework of life long learning. The provision of learning opportunities for all including the unreached and the excluded was considered as the most urgent concern. Despite all these resolutions of the nineties, the World Education Forum which met in Dakar in April 2001, expressed that they were dismayed that decade after Jomtien, adult women and men in under privileged groups -- persons with disabilities, ethnic and linguistic minorities, street working children, rural and urban poor, migrants and refugees were still struggling for opportunities, access, equity and adequate
<table>
<thead>
<tr>
<th></th>
<th>6091.3</th>
<th>3068.9</th>
<th>3022.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population (2000)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non Literate** (15+)</td>
<td>876.0</td>
<td>313.0</td>
<td>563.0</td>
</tr>
<tr>
<td>Literacy Rate** (15+)(%)</td>
<td>79.4</td>
<td>85.3</td>
<td>73.6</td>
</tr>
</tbody>
</table>

Source:  
* Labour Statistics ILO 2000
** Unesco 1999 Statistical Year Book
(Estimated literacy rates for the year 2000)
resources for quality literacy, adult basic education and life long learning. The World Education Forum, Dakar, prescribed a goal of halving the illiteracy problem at the global level by 2015.

The literate share of the world adult population roughly moved from 70 per cent in 1980 to 75 per cent in 1990 and to 80 per cent in 2000. To meet the Dakar goal of halving the illiteracy problem at global level by 2015, it is essential to raise the literate share to around 90 per cent by 2015. EFA global Monitoring Report 2002 has indicated that the progress of literacy towards meeting the Dakar goal was not moving smoothly. It has feared that the actual result would be around 85 per cent by 2015, if the policies and contexts do not change. In 1980 the number of adult illiterates in the world was approximately 870 million. Their number grew to 880 million in 1990 as a result of higher growth of population. Around 2000, the number of adult illiterates was roughly 860 million. The monitoring report estimated that the number of illiterates would be around 800 million in 2015 at the existing rate of progress. Keeping in view the slow progress towards reaching the Dakar goal, it has been emphasised that the policies in the context need to be reviewed with a view to accelerating the progress of adult literacy and to reaching the target of 90 per cent by
the year 2015. Literacy situation is dismal at the global level as the 3 regions of the world namely Sub Sahara Africa, the Arab States and the North Africa and South and West Asia are yet to make enough progress in this field. The adult literacy rate in these regions has hardly reached about 60 per cent. On the basis of the existing trends, literacy range in these regions is expected to be in the range of 65 per cent - 75 per cent by 2015. However, to meet the Dakar goal of halving the illiteracy problem by 2015, It is felt that these regions need to improve their literacy level to 75-80 per cent by 2015.

1.8. LITERACY AT NATIONAL LEVEL

The President of India, A.P.J. Abdul Kalam says "A literate population will accelerate our efforts to make India a developed nation by the year 2020. The 21st century is the century of technology and only a literate population will be able to harness technology for its benefits and fast rural development will become a reality. Literacy is also a great tool in empowering individuals and also helps in greater civic participation, tolerance and respect for individuals."

India is having the largest share of adult illiterates of the world. According to UNESCO estimates (2000), 34 per cent
Literacy 2001

INDIA

States & UTs

Source: Census of India - 2001 (Series 1) Provisional Population Totals
of the adult illiterates of the world which comes to over 290 million were in India followed by 16 per cent for China. It has also been estimated that the problem of illiteracy in India may continue at the same level even in the year 2015. However, there is a silver lining. Literacy rate during the decade 1991-2001 increased by 13.2 percentage points as compared to an increase of 8.6 percentage points during 1981-91. Number of literates of the age group 7 years and above has increased from about 361 millions in 1991 to about 567 millions in 2001. As a result of substantial increase in the number of literates, absolute growth of literates during 1991-2001 has taken over the absolute growth of the population of the age group 7 years and over thereby resulting in reversing the trend of increase in the absolute number of illiterates. Growth rate of population has also started declining. It came down from 23.66 during 1981-91 to 21.34 during the decade 1991-2001. National Population Policy 2000 has set a medium term objective of bringing the total fertility rate to replacement level (2.1) by 2010 and long term objective of stabilizing the population by the year 2045.
Number of illiterates of the age group 7 and over has declined by around 32 millions from 332 million in 1991 to 300 million in 2001. Number of illiterates of the age group 15 and over is estimated to have started declining from 271 million in 1991 to about 263 million in 2001 and is projected to decline further by 2015 to around 180 million as a result of increasing efforts being made by National Literacy Mission and the Sarva Siksha Abhiyan in the field of adult education and elementary education respectively and decline in total fertility rate.

During 2002, 574 out of 598 districts were covered under different literacy programmes. The continuing education programme was extended to 120 districts; post literacy programme was going on in 294 districts, while total literacy campaigns were in 160 districts. There is special focus on the promotion of literacy among women, scheduled castes/tribes and backward classes.

Establishment of Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCECs) is the principal mode of implementing continuing education programme. The Continuing Education Centre provides area specific, need based opportunities for basic literacy, upgradation of literacy skills, vocational skills and to promote social and occupational development.
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Year</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1951</td>
<td>16.67</td>
<td>24.95</td>
<td>7.93</td>
</tr>
<tr>
<td>2.</td>
<td>1961</td>
<td>24.02</td>
<td>34.44</td>
<td>12.95</td>
</tr>
<tr>
<td>3.</td>
<td>1971</td>
<td>29.45</td>
<td>39.45</td>
<td>18.65</td>
</tr>
<tr>
<td>4.</td>
<td>1981</td>
<td>36.23</td>
<td>46.89</td>
<td>24.82</td>
</tr>
<tr>
<td>5.</td>
<td>1991</td>
<td>52.11</td>
<td>63.86</td>
<td>39.42</td>
</tr>
<tr>
<td>6.</td>
<td>2001</td>
<td>65.38</td>
<td>75.96</td>
<td>54.28</td>
</tr>
</tbody>
</table>

National Literacy Mission is encouraging the participation of NGOs and people’s representatives and also industries and corporate houses in its efforts to reach out to all the sections of the society.

Central Government has released grants to 29 states/union territories for starting preparatory activities in 294 districts and for upper primary education in the country. So far
District Elementary Education plans for 511 districts have been approved. The Constitution Amendment Bill (93rd) which seeks for free and compulsory education a fundamental right for children between 6-14 age group was passed by Lok Sabha in November 2001. Total enrolment in classes I-V has gone up from 19.2 million in 1951 to 113.8 million in 2001. Gross enrolment ratio of primary stage which was 42.6% in 1951 has gone up to 95.7 per cent by 2001. Efforts being made through Education For All will ensure universal enrolment and retention of children at the primary stage.

The dramatic social mobilisation generated by literacy campaigns has had an enormous impact on other social sectors most notably on women's empowerment, health and environment awareness. Democratic participation of underprivileged groups including women has improved. The literacy campaign has served the cause of promoting equity in society, in redefining gender relations and in questioning caste based social categories.

All the above efforts being made by India to improve the literacy situation and to create a learning society are
expected to improve the literacy scenario in the country. It is projected that adult literacy rate will improve to 75-80 per cent by 2015.

1.9. EDUCATIONAL SYSTEM IN INDIA

As Education Commission (1964-66) has rightly stated "Education does not end with schooling, but it is a life-long process." Education is provided by two agencies, namely, Formal and Non-Formal.

1.9.1. Formal Education

A Formal education has been described by Philip Coombs as highly institutionalised chronologically graded hierarchy structured education system, spanning the school and upper reaches of the university. Organised educational activity in India comprises about entirely formal education.

In the formal instructional setting, the element of chance is minimized. This setting comes into being when an educated agent designs a sequence of tasks using specific learning procedures to help an adult achieve mutually agreeable learning objectives.
EDUCATIONAL SYSTEM IN INDIA

a) Formal Education system

- Universities

- Secondary Education
  - VI / VII - X / XII
    - General
    - Vocational

b) Non-Formal Education system

- Open Universities
  - Continuing Education types of continuing education
  - Post-Literacy promotion program
  - Equivalency program
  - Vocational Education Program
  - Quality of life promotion program
  - Individual Interest promotion program
  - Future oriented program

- Primary Education
  - Grades I-V / VI

- Pre-Primary schools

- Literacy / Non-Formal Education
  - Program for children & youth (age group 6 - 14)
  - Literacy / Non-formal Education for youth and Adults (age group 15 - 35)
  - Consisting of three levels
    - I Basic level
    - II Middle level
    - III Self-learning level

- Family and community based early childhood education
Philip H. Coombs, in his book, mentions the five factors responsible for educational crises—the rising costs, unsuitability of the outputs, actual resources scarcity, students and the inefficiency of formal educational system. Philip H. Coombs’ data quite clearly established the limits of growth of formal education in the developing countries. These factors lead to the concepts of Non-formal education.

The formal agencies of education are those institutions which impart definite traits of knowledge to the students in a specified time under a controlled environment. The institutions are set up by the society for providing knowledge under a pre-planned program. The formal agencies of education are school, library, recreation centres, reading rooms, and T.V. The school education is the most important system among formal agencies to educate young men and women to develop inner faculties of children to propagate the ideals of freedom, equality, social justice and fraternity.

1.9.2. Non-Formal Education

Philip H. Coombs and Manzoor Ahmed define Non-Formal Education as “Organised and semi-organised education activity operating outside the regular structure and routines of
the formal system, aimed at serving a great variety of learning needs of different sub-groups in the population, both young and old."

Professor Malcolm S. Adiseshiah states that Non-formal education is wide ranging because it comprehends all learning outside the formal system, and has no parameters of time and space; The Non-formal conceptual base for looking at a life-long education of which adult education is a very significant component.

Non-formal education is one of the recent concepts getting into use. It falls in between formal and informal types of education. It is an educational phenomenon which is life centered and problem oriented.

R.P.Singh states that Non-Formal Education (NFE) should be treated as an alternative and not as supplementary or complementary to formal system.

Non-formal education, established in 1979-80 as an alternative to the formal system of education, is aimed at children who cannot attend school. The program operates in 20 states and union territories. The central and state governments
share the financial responsibility equally for co-educational centers and in 9:1 ratio of girls centre (India, Ministry of Human Resource Development, 1995)

Adaptability, flexibility, and decentralized management are the key characteristics of non-formal education. Some salient features are:

- Learning is expected to be comparable with that in formal education.
- The curriculum and instructional materials are adopted to the needs of the learners' formal education.
- Classes are held at times convenient for the learners.
- The instructor is a local person specially trained to run the non-formal education center. Learning materials are supplied free of charge.

Non-formal Education is a life long process integrated with life and work. It is intended for all ages and sections of society. It offers an alternative to those who could not take advantage of formal education. It is free of formal requirements
and is an open system of education without rigid rules and regulations and fixed stages or time schedule. Multiple agencies are involved in non-formal education. Curriculum and methodologies can be adapted to suit the requirements of the learners.

1.10. ORIGIN AND DEVELOPMENT OF ADULT LITERACY PROGRAMME IN INDIA

Adult education is the newest and paradoxically also the oldest discipline in this country which is famous for its ancient cultural heritage, studded with philosophical contribution by thinkers - saints and sages. It is very difficult to trace the beginning of education in ancient India, but is believed that Indian education extended from 2000 BC to 1200 AD. During this period, various educational systems were developed in terms of social and philosophic relevance, India had a long tradition of mass education, which centered around social and moral issues.

The origins of adult education in India may be traced to the oral tradition prevalent in ancient society. The ancient world being an 'oral world' the mode of transmission of knowledge was through discourses and discussions.
To describe the variations in the education system during the ancient time, it would be helpful if we divide this period into sub-periods.

i. Vedic period 2000 BC - 1000 BC
ii. Upanishadic Period 1000 BC - 200 BC
iii. Dharmasashtric Period 200 BC - 500 AD
iv. Puranic Period 500 AD - 1200 AD

In those periods, the pupil lived in the teacher's house, which was known as “Gurukula”, where students shunned all comforts and lived in austerity and followed a strict code of conduct and discipline. The education imparted here is vocational and technical.

It may, however be stated that the Gurukulas, were not only educational centers for children and adolescents but also for adults who could turn to the Guru for guidance and advice and for getting the kind of education they needed.

1.10.1. Social Education

“The first important post independent development was the emergence of the concept of social education” (Bordia, 1973). The concept of social education includes
(i) Literacy

(ii) Extension

(iii) General education

(iv) Leadership training

(v) Social Consciousness

The institution of social education included literacy classes which were carried out with the help of teachers and other literates.

"Social Education came to be realised as a means of achieving social and economic development" (Mukherji 1962). The original scheme of social education conceived in 1949 was modified by 1952 when it was integrated with Community Development Programme.

1.10.2. Gram-Sikhshan Mohim

Gram Sikhshan Mohim was started in 1959, as a step towards mass mobilization in Satara district, Bombay. Importance of literacy was stressed. The annual average figure of persons becoming literate in the district rose from 3,000 in 1959 to 1,09,000 in 1960 - 61. The campaign was extended to the
other districts and during its peak in 1961-63 as many as 25 districts were covered and a total of 19,08,100 persons in 1,109 villages were made fully literate. The Mohim (Campaign) aimed at total eradication of illiteracy in the age group of 14-50, providing library services and other material for retention of literacy and all-sided development of villagers through social education centres. The campaign lasted for four months and was conducted by village level committees. The program was of short duration and due to lack of systematic follow up it crumbled.

The Education Commission (1964-66) acknowledged the achievement of the Mohim which has "exploited the local village patriotism to eliminate illiteracy from the village and required the teachers and all local educated men and women to work for literacy." The commission went on to observe, "Adult Education is by nature a voluntary activity.

1.10.3. National Adult Education Programme

According to the NAEP document, No country perhaps with the exception of China faced the problem of illiteracy at the magnitude we are facing. No country has had such long tradition of respect for learning and knowledge or to the vast
resources which we have. The document proposed that "The aim then would be to strive for a learning society in which life long education is a cherished goal".

On October 2nd 1978, National Adult Education Programme (NAEP) was formally launched. The date is of special significance for it is the birthday of Mahathma Gandhi who expounded the principle that a man could be considered as complete only when he was educated. The primary objective of the National Adult Education Programme is to develop the human resources of the nation, empowering them to play dynamic and active role in the process of development. The goal of the program was to make 100 million illiterate people in the age group 15-35 functionally literate in a span of five years. The National Adult Education Programme is chiefly based on the establishment of Adult Education centers in village and urban slums where learning was imparted and it created a base for social awareness and Adult Education.

There has been an evolutionary shift in the perception of education, it has gradually become an investment rather than as a mere social service. While education helps in enhancing human resources, literacy can be viewed as one of the factors contributing to the development of a nation's human capital.
This classic LEARNING TO BE identifies the real objectives of the struggle against illiteracy and states that "the aim is not simply to enable an illiterate person to decipher works in a textbook but to become better integrated into his environment, have a better group of real life, enhance his personal dignity, have access to sources of knowledge which he personally may find useful, acquire the know-how and techniques he needs in order to lead a better life. It goes on to recommend that" mass literacy campaigns are justified so long as they help the people participate in changing their environment. Strongly urging the exploitation of the visual image and the spoken word in support of mass campaigns it is observed: the fact is that audio-visual methods can also pave the way by imparting practical information and promotion of social action to greater cultural awareness, stimulating the desire for learning and for acquiring other style of communication, including that of written expression. A truly modern education from the level of elementary literacy training to the top levels of higher education should integrate word, sound and image. "Note worthy of mention is the Mass Programme of Functional Literacy (MPFL in 1985) whose primary goal was to involve college students in the literacy programme, is the weakness of the earlier programmes. The important aspects of the mission include:
- A new sense of urgency, seriousness and emphasis with fixed goals, clear time for emphasis on the close nexus between literacy and adult children on the one hand and literacy and infant-mortality, immunization and child-care on the other.

- A societal mission which believes that literacy is not the concern of one ministry or department or agency but is the concern of the whole nation and all sections of the society.

- An emphasis on institutionalisation of the post-literacy and continuing education in a high way.

- A technology mission also in the sense that besides emphasis on improvement of teaching-learning environment it lays stress on improvement in the content and process of teaching-learning on a continuous basis:

- Envisages creation of an effective mission management system to ensure achievement of the mission objectives within a broad frame work of flexibility, delegation, decentralisation and accountability;
- Emphasis not on mere enrolment of learners but on attainment of certain predetermined norms and parameters of literacy, numeracy, functionality and awareness.

In quantitative terms, the mission seeks to impart functional literacy to 80 million illiterate persons in 15 – 35 age group by the close of 1995. In qualitative terms functional literacy implies:

- Self reliance in three R’s.
- Participation in development process;
- Skills improvement to improve economic status and general well being.
- Imbibing values of national integration, conservation of environment, women’s equality and observance of small family norm etc.

1.10.4. Mass Programme of Functional Literacy

Bhola (1982 as cited in Amove and Graft 1987) defines the literacy campaign as: "a mass approach that seeks to make all adult men and women in national literate within a particular time frame. Literacy is seen as a means to a comprehensive
set of ends - economic, social - structural, and competitiveness; it is in the nature of an expectation; it is something of a crusade”.

The mass campaign approach consists of a method of eradicating illiteracy on a national scale - based on a time bound plan. An awareness is built among the people, with the help of the above organisations and personnel and through radio, television and other mass communication means that literacy is necessary. Concentration is on an area rather than on numbers. The second important point to note from the above definition is that the campaigns of the twentieth century are generally associated with structural transformation towards social, economic and cultural development.

The Indian Government tried this approach in the Mass programme of Functional Literacy (Government of India, 1990:24), it was being tried out in various developing countries. An example is the successful campaign in Cuba in 1961. Political will is seen as the key factor for the success or failure of a campaign (Arnore and Graft, 1987). In the context of mass campaign for literacy, Bhola (1984:179) says “The political will of a society is expressed by making clear conscious choice and carrying them out with unflattering determination. One may add
that the choices may be in favour of a just society. Strictly speaking, the mass campaign approach cannot be compared with the Gandhian or Freirian approach. Mass campaign is a programme not on the ideological level but on operational level. It may use Freirian, Gandhian or any other ideology approach that is suitable to a particular situation. For instance, campaigns from the 1960s have adopted a lot of ideas of education" (Arnove and Graff, 1987).

1.10.5. National Literacy Mission

The National Literacy Mission was launched by the Prime Minister of India on 5th May 1988. It was set up in pursuance of the directive of National Policy on Education (1986) as part of an action to eradicate illiteracy by year 1995, to impart functional literacy to 80 million illiterates in 15-35 age group-30 million by 1990 and 50 million by 1995. The target has since been revised to make 100 million persons literate in 1997.

According to NLM document, Functional literacy implies (a) achieving self reliance in literacy and numeracy (b) becoming aware of the causes of their deorivation and moving towards amelioration of their condition through organisation and participation in the process of development (c) acquiring skills to improve economic status and general well being (d) imbibing national integration values, conservation of environment, women's equality and observation of small family norms.
National Literacy Mission
Management Structure

National

NATIONAL LITERACY MISSION AUTHORITY
General Council - Human Resource Minister
Executive Committee - Secretary (EE&L)
Project Approval Committee - Secretary (EE&L)
Director General National Literacy Mission

Supporting Agencies

- DIRECTORATE OF ADULT EDUCATION
- NATIONAL INSTITUTE OF ADULT EDUCATION

State Level

STATE LITERACY MISSION AUTHORITY
General Council - Chief Minister/Education Minister
Executive Committee - Education Secretary
Director Adult/Mass Education

- STATE DIRECTORATES OF ADULT MASS EDUCATION
- STATE RESOURCE CENTRES FOR ADULT EDUCATION
- JAN SHIKSHAN SANKSHEP
- UNIVERSITY DEPARTMENTS OF ADULT AND CONTINUING EDUCATION AND EXTENSION

District Level

ZILLA SAKSHARTA SAMITI
Chairman - Collector
Officials, NGO's, Voluntary Agencies,
Social Workers, Panchayati Raj Functionaries,
Academics, Representatives of weaker sections, minorities and women

- NGO: VOLUNTARY ORGANISATIONS
- POLYTECHNIQUES, DISTRICT INDUSTRIES CENTRES, TECHNICAL TRAINING INSTITUTES
- DISTRICT INSTITUTES OF EDUCATION AND TRAINING
1.10.6. Total Literacy Campaign

After experimenting with successive and alternative models of Adult literacy and education programmes, we have now settled down to a model which has given us lot of hope and faith that illiteracy can be overcome in a time-bound manner with planned and Co-ordinate efforts and with mobilization of people belonging to all section of the society. After the establishment of National Literacy Mission in 1988, it took about a year to find a suitable model of mass campaign approach to eradicate adult illiteracy. The answer was found in the Total Literacy Campaign (TLC) in Ernakulam district in 1989. This approach has since been employed in literacy campaigns in the districts. The main principle that governed the Total Literacy Campaign of Ernakulam district were “Mass Participation, Voluntarism and a Campaign approach”. (Athrey, 1991). The Total Literacy Campaign has mainly two phases: preparatory and teaching-learning. The learners use the primers prepared on the basis of Improved Pace and Content of learning (IPCL) method.

1.10.7. Improved Pace and Content of Learning (IPCL)

According to Improved Pace and Content of learning, learning would be qualitatively better and faster if certain conditions are fulfilled, which are as follows:

- There should be heightened motivation and voluntarism among the instructors.
- The short-lived motivation of learners should be fully exploited for learning.
- Learners’ motivation should be sustained through improved materials.
- Learning should be a joyful, robust, lively and confidence-building activity.

It is to be noted that psychological satisfaction is essential in sustaining the motivation of an adult in the learning process. The adult derives if he/she perceives learning as easy and rewarding.

It is expected that the above steps will improve the pace of learning. With improved pace of learning, it is hoped, learners would be able to acquire the expected levels of literacy, i.e. NLM norms, in about 200 hours.

According to Mathew Rao (1994), till September 1993, Total Literacy Campaign were implemented in 27 districts, 166 districts fully and 51 districts partly. It predominantly targeted the 15-35 age group. Some of the districts have been already declared literate by National Literacy Mission through external evaluations. The National Literacy Mission (Government of India, 1992) has prescribed certain norms for declaring a learner gets a minimum of 50 percent marks each in reading, writing and arithmetic and a minimum of 70 percent marks aggregate, he or she may be declared literate.

1.10.8. Post Literacy

Post-literacy campaigns are currently being implemented in 160 districts in the country. After post-literacy due consideration is given to continuing education. The concept of lifelong learning is particularly relevant to this rapidly evolving situation. The enthusiasm and confidence among the learners who have successfully completed both Total Literacy Campaign
and Post Literacy Campaign phases points to provide learning opportunities on a continuing basis. Literacy is not an end in itself. It is a minimal and imperative entry point to the world of information and communication. It is a foundation for life-long learning and human development on which a country may build further levels of education and training. The access to the world of letters and skill acquired by the neo-literates during the Total Literacy Campaign and Post Literacy Campaign phases needs to be carried to play the crucial role for their own social and economic upliftment and for the development of the country. This calls for the creation of Continuing education of neo-literates. Continuing education goes beyond post-literacy. It is an indispensable aspects of the strategy of human resource development and the goal of creation of a learning society. Continuing education programmes will have to be purposeful and life related.

1.10.8. Post Literacy Provisions for Adults

The post-literacy programme should aim at providing four basic skills. i.e., Life Skills, Survival Skills, Communication Skills, and Vocational or Entrepreneurial Skills.

*Life Skills:* in normal living and working situations men and women, who have just acquired initial literacy skills would
like to use them for improving their living style and may like to make use of acquiring more information on issues which reduce drudgery like use of bio-gas, repair of gadgets, smokeless chulhas conservation of food. Literacy followed by post - literacy should help in dealing with these.

**Survival Skills:** Literacy should in other situations help people withstand the vagaries of nature-earthquakes, floods, drought and neo-literacy should acquire better control over situation leading to atrocities, exploitation and be aware of ways to deal with such situations. Similar application of inexpensive technology and its use could be learnt.

**Communication Skills:** Through literacy one acquires an ability to articulate one's feelings and develop confidence to participate effectively in developmental tasks and process. Even the awareness and information level about public issues such as dowry, minimum wages, prohibition, child marriage and communication skills get developed.

**Vocational Skills:** Literacy as a tool of empowerment and a method of poverty alleviation recognize the need to give greater economic stability to neo-literates. Training for income generation, self-employment, income supplementation would be
in the interest of neo-literate. The ambit of existing developmental programmes needs to be enlarged and short duration programme started for them.

1.10.9. Continuing Education

In many developing countries Continuing Education is considered synonymous with non-formal education.

In India, Continuing Education, is in a sense, the logical culmination of the Mass Literacy Campaign. It's main purpose is to provide a mechanism through which, people who had participated in the Mass Literacy Campaign with the hope to claim some day 'we are second to none', may realise their dream. It's main purpose is to help people to continue their learning and lift their general standard of living as well - economically, culturally and socially.

Even in the days of centre based literacy there was a provision of Continuing Education through Jan Shikshan Nilayams (JSNs). It was not conceived as a permanent institution. It was tied up with the centre based programme. With the winding up of that programme, the follow-up programme also disappeared.
Now, as per the revised guidelines of Government of India, Continuing Education is a process of life long learning and the Continuing Education Centres (CECs) are conceived as permanent institutions of learning.

The scheme of Continuing Education is intended to establish a responsive, alternative structure for life long learning. The programmes of CECs are, as follows:

**Core Activities**

1. Literacy Class.
2. Library and reading room
3. Churcha Mandal (Discussion Group)
4. Short term training courses.
5. Sports and adventurous activities.
6. Recreational and cultural activities
7. An Information window.

**Target Specific Programmes (TSPs)**

1. Equivalency Programme (EPs)
2. Quality of Life Improvement Programmes (QLIPs)
3. Income Generating Programmes (IGPs)
4. Individual Interest Promotion Programmes (IIPPs).
The basic parameters which have been kept in mind while formulating the Continuing Education scheme are:

- Unlike TLC, not time specific but organised on a more continuous basis.

- Capable of dealing with adult literacy requirement.

- Multidimensional and multi-sectoral in scope and delivery system.

- Capable of addressing itself to the needs of a large and diverse clientele.

- Participative and flexible.

- Capable of creating an environment and demand for learning.

- Would draw upon facilities provided by existing formal, non-formal and informal sectors of education.

Under the scheme of Continuing Education, the main thrust is given to setting up of Continuing Education Centres (CECs) with a Nodal Continuing Education Centre (NCECs) overseeing the working of cluster of 8-10 Continuing Education Centres. Ideally, there is one Continuing Education Centre to serve a population of 2000-2500 with a relaxation in population
criteria in sparsely populated areas. This Continuing Education Centres which function as the focal points for providing learning opportunities such as library, reading room, learning centre, information centre, Charcha Mandal, development centre, Cultural Centre and Sports Centre. The beneficiaries of Continuing Education Programme include neoliterates, school drop-outs, Non-Formal Education drop-outs and completers, passouts of Primary Schools and all other members of the community interested in availing opportunities for life long learning.

1.11. ADULT LITERACY PROGRAMME UNDER FIVE YEAR PLAN-INDIA

When the First Five Year Plan was launched, 80 percent of the masses in India were illiterate. For democracy to have taken roots, a progressive programme of primary education was needed to train up a generation fit to take its responsibilities. It was considered that a programme of primary education was considerably handicapped without a corresponding programme of the education of adult. In this way, the importance of adult education was recognized by the framers of the First Five Year Plan. The work in the field of social education had been mostly limited to literacy. The literacy percentage increased from 8.3 in 1931 to 17.2 percent in
1951, around the time the First five Year Plan was initiated. Adult Literacy was implemented, literacy, which in the absence of suitable literature did not prove very effective. The availability of modern means of communication like radio and films was found costly at that time and was therefore, limited. The First Five Year Plan while it acknowledged the importance of other agencies in the field of social education, placed the responsibility on the government to train suitable personnel for undertaking the work of social education. The average annual expenditure visualized in the plan was Rs.302 crores while the actual need was calculated as Rs.27 crores annually for the coming two plans. But a start has been made.

The Second five Year Plan found that there was great disparity in the literacy rates between men and women. Apart from the low percentage of literacy there was serious disparity in literacy between men (24.9 per cent) and women (7.9 per cent) and between the urban population (34.6 per cent) and the rural population (2.1 per cent). The plan has observed that rapid social and economic progress along democratic lines and wide spread illiteracy were scarcely compatible with each other. The total amount in the plan for social education was about 15 crores, including about Rs. 10 crores in the national
extension and community development programme. The Ministry of Education has proposed to establish a fundamental centre for training social education organizers and for continuing study and research in problems relating to social and basic education. The programmes observed that plan allocation was not the only criteria for judging the importance given to social education.

The Third Five Year Plan continued to work on the concepts developed in the First Five Year and Second Five Year Plans. It observes that between 1951 and 1961, literacy had increased only from about 17 to about 24 percent. Altogether, in the Third Plan, about 25 Crores were expected to be available for social education. It emphasized the role of the National Fundamental Education Centre in producing literature for neo literates and for training suitable personnel.

University Adult Education, prior to the decade 1960-1970: A few universities in India had started work in the education of adults. The Rajasthan University, Jaipur, under the Vice Chancellorship of Dr. S.S. Metha established Department of Adult Education to organise extension programmes, research and evaluation in Adult Education. Delhi University began its adult education work in 1957. Many voluntary organisations were working in the field of adult education at that period. The
Indian Adult Education Association was getting grants from the government. Other organisations like Mysore State Education Council, Bombay City Social Service League, Indian Council of Churches, the Rama Krishna Mission etc., doing their valuable work in adult education.

The Fourth Five Year Plan 72 Crores, recommended for starting some pilot projects in selected districts. For the development of the programme, assistance was sought from industry, from the students working under the National Service Scheme, and from voluntary organisations which were assisted financially and given technical guidance. The Programme of farmers Education and functional literacy in the high yielding variety areas was extended to 100 districts and covered one million adult farmers. Adult Education Continued to be an integral part of the community development programme. The University Departments of Adult Education were helped to take up pilot projects to conduct research and organise extention and extramural lectures. The National Board of Adult Education had been set up to advise Government on the development programme and for enlisting the cooperation of the interested agencies. The plan hoped that the future development of television and the experiments with satellite communications
which were to begin from 1972-73 might have significance for education especially adult education.

The *Fifth Five Year Plan* continued the work done during the previous plans. It observed that past experience in the field of social education needed to be combined into an effective strategy which should have optimized the use of available resources, mobilise community support and develop and exploit fully the potentials of adult education for economic and social development for this purpose adult education was to be linked effectively with key national tasks like elementary education, health and family planning, agricultural extension, cooperation etc. The plan had identified that some institutions in the country had done significant work especially the Vidyapeeths of Mysore, Polyvalent centers of Bombay. Condensed courses were organised for adult women by the central Social Welfare Board, Adult schools linked to the Jamia Millia Islamia, Delhi, the Gram Shikshamn Mandal of Maharashtra. Nehru Yuvak Kendras also through out the country had taken up youth education programmes. The fifth plan however, focused on the production of suitable literature for the neo literates.
During the *Sixth Five Year Plan* it was realised that about 230 million people were illiterate. It was necessary to remedy the deprivations of the adult population and help them to develop their full economic, social and cultural potential. It was targeted to educate at least 100 million illiterates under the National Adult Education Programme (NAEP) by the end of 1983. Along with literacy, the programme included besides literacy an appropriate mix of general education in health care and family planning, up grading of vocational skills, demonstration of the use of appropriate technology, physical education and cultural activities etc. Special importance was given to the education of women and adults of rural areas. Adult education was regarded as a collaborative effort in which central and state agencies, industry, employers, organisation of workers, voluntary organisations were expected to play an important role. The programme was conducted through multiple agencies, however preference was given to voluntary agencies.

The total allocation of Rs.200 Crores in the education plan marked a considerable stepup in relation to previous plans. This was also to be supplemented by the resources of other development, department like agriculture, rural development etc., This was done when JANATA Party government was in power at the centre and thus the credit goes for increased outlay for adult education to JANATA Government.
The *Seventh Five Year Plan* has observed that eradication of adult illiteracy and the development of a programme of continuing adult education was a major thrust area. The task of covering all the illiterates in the age group 15-35 year by 1990. Motivation of the learner is crucial for success and as the number to be covered was about 90 million, the strategy to achieve the goal could only be through a mass movement involving social institutions, voluntary organisations, students, teachers, employers and the community. The plan also resolved to link this programme with the Integrated Rural Development Programme (IRDP).

Another aspect of education of adults related to training in functional skills relevant to their respective economic activities. Programmes for this purpose were to be strengthened and adequate resource support was to be provided for organizing technical and vocational skill based courses for the benefit of adult learners through Sharmik Vidyapeeths and other similar institutions. The National Literary Mission launched in May, 1988, by Prime Minister Rajiv Gandhi was the culmination of the plan programmes.

In the *Eighth Five year Plan*, The NPE and the Programme of Action (POA) envisaged that the Adult Education
Programme (AEP) would cover 4 crore illiterates by 1990 and another 6 crores by 1995. With the launching of the National Literacy Mission (NLM) in 1988, the targets were reformulated and strategies recast. Accordingly, 3 crores illiterates were expected to be covered by 1990 and 5 crores by 1995. The Post literacy teaching learning process were modified. New strategies for Non Governmental Organisation (NGOs) and students and effective utilization of traditional and folk theatre forms in literacy work were evolved. By 1991-92, the post-literacy programme was institutionalised in the form of 32,000 Jan Shikshan Nilayams (JSN). Apart from the introduction of improved pace, and technology demonstration programmes were initiated in 42 selected districts. The scheme of Sharmik Vidyapeeths (SVPs) was reviewed, suggesting a need for expansion. The number of State Resource Centres (SRCs) increased from 19 to 20. A National Institute of Adult Education (NIAE) was set up in January, 1991, to augment the technical and academic resource support to adult education and to undertake quality research evaluation studies.

Area specific and time-bound mass campaigns for Total Literacy Campaign first launched in Kottayam town and Ernakulam district in Kerala in 1989 with the active participation
of students and voluntary agencies have been extended to other districts. By March 1993 twenty five districts had achieved total literacy (in the sense of 85 per cent literacy) and Total Literacy Campaigns were at different stages of progress in 80 districts in Andhra pradesh, Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Madhya Pradesh, Maharastra, Orissa, Punjab, Rajasthan, Uttar Pradesh and West Bengal covering over 3 crore illiterates with the help of about 30 lakh volunteers.

_Ninth Five Year Plan_ Literacy, the key to most of India’s development programmes, is the catalyst to accelerate initiatives in health care, agriculture, primary education and in all critical areas of development.

In the light of the 73rd and 74th Constitutional amendments, literacy has assumed even greater significance, if power for local self-governance is to devolve to the panchayats and nagar palikas, literacy is an essential prerequisite for these institutions to be effective.

Eradication of illiteracy is a top priority in the National Agenda for Governance. A major dent would be made by making 10 crore adults literate in the 9th and 10th plan periods.
i. In addition, 38 districts have been covered under Rural Functional Literacy Projects. Hence the total coverage comes to 485 districts. Efforts would be made to bring the remaining 40 odd districts under the coverage of literacy.

ii. Gradually, all districts will be brought under the Continuing Education programme which will be further strengthened as well as linked to other socio-economic programmes such as health and hygiene, nutrition and sanitation, skill up gradation and capacity building, culture, sports, etc.

iii. For such neo-literate who wish to pursue further education, an equivalency programme is being developed to enable-literates to enroll in courses at the National State open schools.

iv. Efforts have been set in motion to decentralise and devolve administrative and financial powers to State Literacy Mission Authorities. The sanctioning of projects will largely be done by these authorities.

v. Sensitization and orientation workshops are proposed to be conducted for functionaries of panchayatraj
institutions so as to involve local governmental bodies in the literacy programme.

1.12. ADULT LITERACY PROGRAMME IN TAMILNADU

Tamil Nadu is one of the 29 States of India. It is a uni-lingual, uni-cultural and multi-religious society. Its population is about 66 crores. According to the latest census figures 88.33 per cent of men and 66.55 per cent of women are literate. The main occupations in rural areas are agriculture and agro based activities.

1.12.1. Adult Education Activities in Tamil Nadu

This has been attempted mainly through folk media, through an oral tradition. Education for the masses was a cardinal feature from pre-imperial age. The best example of the Adult Education is Tirukural which existed during the 1st century B.C. One of the couplets beautifully explains that learning consists of numbers and letters.

Thirukural lays very great emphasis on education and the poet stresses that it should be considered as important as the moral virtue. Another couplet says that the unlettered though
Long enough, born low have acquired learning. The couplets indicate that the education of adults was given greater importance. The teaching included moral values also.

Due to the onslaught of the several foreign countries, education in India, especially during the 17th and 18th century made rapid progress. This is not to belittle the efforts taken by the Hindu monasteries long before the arrival of the foreigners. Most of the foreigners including the British came forward to support the introduction of western education in India. Sunday schools were started as a part of Christian missionary work. Schools were started all over Madras presidency. The missionaries carried out various types of experiments in Adult Education. Even though the main task of the Christians missionaries was to spread their religion and facilitate the reading of the Bible, nevertheless helped in the development of the educational status of the common man. It is to be admitted that the main concentration of the Christian mission was on the depressed classes who were denied equality of opportunity in all facets of life. The Hindus also initiated social reforms but didn't succeed very much. Several Hindus also started a number of educational institutions but they were of a minor nature compared with the Christian missions. Its only during
1937 to 1942 the programme of Adult Education received more attention. After independence realising the need for Adult Education pilot projects were introduced in parts of Madras presidency. The department of school education introduce Adult Education in 1954-55. It run for a period of 3 years and was restricted to the 8-16 age group. Only the villages of Coimbatore, Darmapuri, South Arcot districts were alone covered. Workers education, became active by 1958 to impart the workers knowledge about trade unions.

Literacy percentage is the most important measure of the achievements of progress. A state can reach the pinnacle of growth only by climbing the ladder of literacy and education. Every functionary engaged in the publicity and extension of adult education will like to know the successive development of literacy. Census, year-wise status of literacy in Tamil Nadu is given in the following table:
### Table 2

**Literacy Scenario - Tamil Nadu (1951 - 2001) Literacy Rate**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>20.85</td>
<td>31.73</td>
<td>10.06</td>
</tr>
<tr>
<td>1961</td>
<td>31.41</td>
<td>44.54</td>
<td>18.17</td>
</tr>
<tr>
<td>1971</td>
<td>39.46</td>
<td>51.78</td>
<td>26.36</td>
</tr>
<tr>
<td>1981</td>
<td>46.76</td>
<td>51.78</td>
<td>26.36</td>
</tr>
<tr>
<td>1991</td>
<td>63.72</td>
<td>74.88</td>
<td>52.59</td>
</tr>
<tr>
<td>2001</td>
<td>73.47</td>
<td>82.33</td>
<td>64.55</td>
</tr>
</tbody>
</table>

It is obvious from the status given that literacy was only 20.85 per cent in 1951; 31.41 per cent in 1961; 39.46 per cent in 1971; 46.76 per cent in 1981; 63.72 per cent in 1991 and 73.47 per cent in 2001. Number of illiterates has been growing over the last several decades. It is for the first time that 2001 census results have shown that the problem of illiteracy has started declining.
The Education commission of 1964-66 emphasised the need to eradicate illiteracy with in 10 years. However the relevant 5 year plan failed to provide the required finances. By 1968-69 with the help of the central government, Farmers Functional Literacy Programme in selected blocks of Coimbatore district. This aimed to improve the knowledge of the agriculturist to go in for more production. Subsequently this scheme was extended to 7 more districts. About 20,000 people benefitted in these districts. By 1975 Non-formal education centers were started one each in the 376 panchayat unions. Initially, it was to cover the 15 to 25 age group. In subsequent years the programme was expanded. This scheme also benefitted about 20,000 persons.

In Madras city, a Christian missionary started the Santhome project to benefit city fisherman in Santhome area in the 15-25 age group.

1.12.2. Literacy Developments after 1970

With the help of Dr. Malcolm S. Adiseshiah, Sr. Catherine McLevy started the Tamil Nadu Board of Continuing Education. It was started with the hope in the years to come. It will play the role of an apex organisation for the voluntary
agency in Tamil Nadu. It conducted a survey in 1974. Based on this report the Government of Tamil Nadu established the Directorate of Non-Formal Education. By 1976, the Ministry of Education approved the Tamil Nadu Board of Continuing Education to sponsor a State Resource Centre. Its main role would be to help implement different types of Adult and Non-Formal Education programme as per the rules of the Government of India.

In 1978, Government of India launched the National Adult Education programme on 2nd October. Doordarshan Kendra, Madras and the University of Madras in collaboration with the State Resource Centre did every thing possible for the successful launch and conducting of National Adult Education Programme.

1.12.3. Literacy Development from 1980 - 1990

In accordance with the NAEP funded by the Government of India, Tamil Nadu also initiated, its State Adult Education Programme (SAEP). Under instructions from the UGC, all the universities in Tamil Nadu contributed to the success of the NAEP. The SRC in Tamil Nadu implemented the Cader Based Adult Education Programme which was a unique programme
### Table 3

**TLC - BENEFICIARIES**

Details of beneficiaries enrolled in TLC in Tamil Nadu (1991-1997)

<table>
<thead>
<tr>
<th>Sl.-No.</th>
<th>Name of the Districts</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>SC</th>
<th>ST</th>
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</thead>
<tbody>
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<tr>
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<td>58,639</td>
<td>1,17,134</td>
<td>71,978</td>
<td>-</td>
</tr>
<tr>
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<td>Pudukottai</td>
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<td>68,000</td>
<td>1,32,000</td>
<td>90,000</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Vellore</td>
<td>4,88,379</td>
<td>1,35,416</td>
<td>3,30,953</td>
<td>1,28,500</td>
<td>13,112</td>
</tr>
<tr>
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<td>Tirunelveli</td>
<td>2,36,115</td>
<td>65,691</td>
<td>1,72,424</td>
<td>1,05,988</td>
<td>113</td>
</tr>
<tr>
<td>7</td>
<td>Sivagangai</td>
<td>90,000</td>
<td>82,766</td>
<td>7,234</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>Madurai</td>
<td>3,07,231</td>
<td>1,03,386</td>
<td>2,03,845</td>
<td>80,458</td>
<td>2,127</td>
</tr>
<tr>
<td>9</td>
<td>Theni</td>
<td>3,07,231</td>
<td>1,03,386</td>
<td>2,03,845</td>
<td>80,458</td>
<td>2,127</td>
</tr>
<tr>
<td>10</td>
<td>Coimbatore</td>
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<td>3,82,803</td>
<td>2,68,954</td>
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<tr>
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<td>Erode</td>
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<td>1,29,122</td>
<td>2,225</td>
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<tr>
<td>14</td>
<td>Salem</td>
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<td>3,15,780</td>
<td>4,65,600</td>
<td>1,34,500</td>
<td>71,070</td>
</tr>
<tr>
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<td>Namakkal</td>
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<td>71,070</td>
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<td>1,56,638</td>
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<tr>
<td>17</td>
<td>Trichirappalli</td>
<td>2,86,660</td>
<td>97,971</td>
<td>1,88,689</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>18</td>
<td>Arliyar</td>
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<td>1,88,689</td>
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<td>-</td>
</tr>
<tr>
<td>19</td>
<td>Perambalur</td>
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<td>97,881</td>
<td>1,72,750</td>
<td>1,07,275</td>
<td>7,005</td>
</tr>
<tr>
<td>20</td>
<td>Karur</td>
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<td>73,531</td>
<td>90,487</td>
<td>43,929</td>
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<td>1,29,000</td>
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<td>2,01,000</td>
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<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
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<tr>
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<td>79,020</td>
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</tr>
<tr>
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<td>1,42,918</td>
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Source: Directorate of Non-Formal/Adult Education, Government of Tamil Nadu, Chennai
<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of the District</th>
<th>Total</th>
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<th>Female</th>
<th>SC</th>
<th>ST</th>
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<td>53,336</td>
<td>1,128</td>
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<td>3,67,845</td>
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<td>1,25,698</td>
<td>53,336</td>
<td>1,128</td>
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<td>1,25,698</td>
<td>53,336</td>
<td>1,128</td>
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<tr>
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<td>Coimbatore</td>
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<td>3,67,845</td>
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<td>42,382</td>
<td>27,618</td>
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<tr>
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<td>2,85,803</td>
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<tr>
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<td>Trichirappalli</td>
<td>2,86,660</td>
<td>97,971</td>
<td>1,88,689</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Ariyakar</td>
<td>2,86,660</td>
<td>97,971</td>
<td>1,88,689</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Perambalur</td>
<td>2,70,831</td>
<td>97,881</td>
<td>1,72,950</td>
<td>1,07,275</td>
<td>7,095</td>
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<tr>
<td>20</td>
<td>Karur</td>
<td>1,64,018</td>
<td>73,531</td>
<td>90,487</td>
<td>43,929</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Nagapattinam</td>
<td>1,87,175</td>
<td>73,243</td>
<td>1,13,933</td>
<td>99,247</td>
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<td>Thiruvarur</td>
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<td></td>
</tr>
<tr>
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<td>Dharaputti</td>
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<td>1,95,496</td>
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</tr>
<tr>
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<td>41,950</td>
<td>82,175</td>
<td>64,574</td>
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<tr>
<td>26</td>
<td>Nilgiris</td>
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<td>13,508</td>
<td>23,044</td>
<td>20,630</td>
<td>5,997</td>
</tr>
<tr>
<td>27</td>
<td>Kancheepuram</td>
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<td>1,23,951</td>
<td>1,84,490</td>
<td>1,24,824</td>
<td>3,426</td>
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<tr>
<td>28</td>
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<td>1,53,460</td>
<td>52,465</td>
<td>5,415</td>
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<td>1,10,705</td>
<td>13,474</td>
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<tr>
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<td>1,15,258</td>
<td></td>
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</tr>
</tbody>
</table>

Source: Directorate of Non-Formal/Adult Education, Government of Tamil Nadu, Chennai
funded by Dr. Malcolm S. Adiseshiah. It was continued for 3 years. The F.A.O. through Bay of Bengal programme launched a special Non-formal Adult Education Programme for fisher folk for a period of 3 years from 1982-85.

Mass Programme of Functional Literacy (MPFL) was launched on 1st May 1986. NSS and other student volunteers were involved in the Programme. This programme started in 1986 continued to 1989. However its impact was far less than expected. The Government of Tamil Nadu 'teach one person teach one' in 1983-84 and 1984-85 had an enrolling large number of women in the Adult Education programme. Earlier, in 1982, the coveted Krupskaya award of UNESCO was banked by Tamil Nadu. A citation and cash contribution of Rs. 67,565 were received.

1.12.4. National Literacy Mission

The establishment of National Literacy Mission in 1988 gave a great momentum to Adult Education activities in Tamil Nadu. It gave a new direction and also enhanced the accountability of the programmes. Now new institutions known as Jana Shikshan Nilayams were to be established for
supporting the basic literacy, post literacy and continuing education activities. Two more experiments during this period were in operation, 100 per cent programme launched in Coimbatore and the 100 per cent literacy programme launched by Annamalai University need to be noted.

1.12.5. Literacy Development during 1990 - 1999

Despite its plans and activities the NLM could not progress as expected. However in Kerala, a Total Literacy Campaign launched in Ernakulam district under the chairmanship of the district collector achieved, an outstanding success almost accounting to 100 per cent literacy. This was an eye opener. This campaign was tried in the rest of Kerala and it was a story of continuous success. Pondicherry fell in line and carried the flag of success. It was an eye opener for the first time, the district collectors in collaboration with the different agencies in the district became the torch bearer of Literacy Campaign.

Between 1991 and 1997 all the 29 districts in Tamil Nadu have been brought under total literacy campaign.

Unlike other programmes, the Total Literacy Campaign is followed by well planned Post Literacy Programme. This stage
is considered as preparatory for the life long Continuing Education Programme.

Tamil Nadu Science Forum (TNSF) is a sister organisation of the KSSP in Kerala. Based on Kerala and Pondicherry experience prepared a draft copy for achieving total literacy in the districts of Kanya Kumari, Madurai, Dindugal, Pudukotai and Thanjavur districts. For this purpose, they convened a meeting under the chairmanship of Dr. Malcolm S. Adiseshiah, the father of Adult Education movement in India. The proposal was submitted to the National Literacy Mission. The Tamil Nadu Board of Continuing Education, the State Resource Centre and the State Directorate of Adult and Non-formal Education were to join with the Tamil Nadu Science Forum in implementing this programme. Based on the Kerala experiment, it was decided to implement the Total Literacy Campaign.

Under the chairmanship of the district collector, all the governmental and non-governmental agencies were to be represented in a committee which would jointly run the campaign under the chairmanship of the district collector. National Literacy Mission had a clearly defined Total Literacy Campaign and Continuing Education Programme to go as a single package with the initial Total Literacy Campaign. The Total Literacy Campaign phase in Tamil Nadu was launched in
1990 and in most of the district the Total Literacy Campaign was over by 1997. A detailed table is enclosed.

Within a period of less than two years a major coverage has been made. This campaigns have been evaluated to assess the out-come. Both state level and outside agency were involved with a view to arrive at a acceptable evaluation of the programme.

One important gain of the campaign is that it has given importance for the self-help groups at the gross-root level in several districts. The self confidence especially among rural women has considerably increased. The campaign brought presentable qualitative changes in the general outlook and aspiration of the neo-literate. The good services of State Resource Centre/Shramik Vidya Peeth, DIET/District Resource Unit/Universities/Colleges/Non-Govenmentl Organisations, Directorate of Non-Formal Education and other training institution were utilised for training the field functionaries.

Continuing Education is a lifelong programme, to follow the Total Literacy Campaign and Post Literacy Campaign. The basic parameters for Continuing Education schemes are:
- Its life long.
- Deals with adult literacy requirements
- Participatory and flexible
- Facilitates income generating activities

- Continuing Education Centres have been established each one to serve 2000 - 2500 beneficiaries. Its a multipurpose centre. It will benefit neo-literate school dropouts, Non-Formal Education dropouts and others. The details about Continuing Education centres in Tamil Nadu is given below.
Table No 5

Continuing Education Programme in Tamil Nadu
(II Phase 1.4.2002 onwards)

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<th>Sl. No</th>
<th>Name of the District</th>
<th>No. of CE Centres</th>
<th>No. of Nodal Centres</th>
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</thead>
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<td>469</td>
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</tr>
<tr>
<td>2.</td>
<td>Dharmapuri</td>
<td>620</td>
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</tr>
<tr>
<td>3.</td>
<td>Dindugal</td>
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<td>4.</td>
<td>Chennai</td>
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<tr>
<td>5.</td>
<td>Erode</td>
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<tr>
<td>6.</td>
<td>Namakkal</td>
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<tr>
<td>7.</td>
<td>Perambalur</td>
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<tr>
<td>8.</td>
<td>Tiruchirappalli</td>
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<td>51</td>
</tr>
<tr>
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<td>Karur</td>
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<tr>
<td>10.</td>
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</tr>
<tr>
<td>11.</td>
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<td><strong>Total</strong></td>
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<td><strong>520</strong></td>
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</table>
1.13. ROLE OF EDUCATIONAL INSTITUTIONS IN PROMOTING ADULT LITERACY PROGRAMME

The Universities were the centers of learning. There were 224 Universities functioning in India. The UGC decided to create a new department for specialising in Adult and Continuing Education. This department was introduced to begin with in 103 Universities. Based, on the extension methodology, these worked with the local institution local administration and other development departments in promoting Adult Education through Non-Formal methods. In co-ordination with other university departments it was supposed to take up research activities related to every aspect of adult education. In their turn the universities were expected to render all technical help to the affiliated colleges for implementing Adult Education programmes.

In the Madras University the Department of Adult and Continuing Education was established in June 1976 during the vice chancellorship of Dr. Malcolm S. Adiseshiah. Dr. R. Jaya gopal was appointed as the first head of this department and held this post till 1992.
During his leadership the Department produced more than 100 research studies both at the Masters and Ph.D. level. Under Dr. R. Jayagopal's direct guidance more than 25 scholars were awarded Ph.D. Degree.

1.14. ROLE OF VOLUNTARY ORGANISATIONS IN PROMOTING ADULT LITERACY PROGRAMME

Voluntary organization has been defined by different authors differently. The simplest meaning of the term "voluntary organization" is nothing but a group of persons who have organized themselves as a legal corporate body to render social services or to carry rural development activities through organized efforts. Voluntary organizations are known by their virtues like human touch, dedication, flexibility, self-reliance and nearness to the community.

Attempting a comprehensive definition of voluntary organizations, N.R. Inandar observes: “A voluntary organisation in development to be of durable use to the community has to nurse a strong desire and impulse for community to be economically viable to possess dedicated and hard working leadership and command resources of expertise in the functions undertaken.”
1.14.1. Concept of Voluntary Organization

Organizations today, whether voluntary or government are an accepted fact of life. The term organization is used in its true institutions as hospitals, schools, factories, offices, the armed forces and so on. In fact in modern society it is impossible to escape from the influence of organizations of one type or another.

Voluntary agencies and non official organisations are treated as one and the same, but all non-official organizations are not necessarily voluntary. Voluntary organisations are spontaneous in their origin whereas non-official agencies may also be government sponsored.

There is a distinction between voluntary agencies and non-governmental agencies. Voluntary organisations are spontaneous in their origin, non governmental agencies may be sponsored by government. Although agencies like All India Women's Conference, Indian Council of Child Welfare, etc are voluntary, yet project implementary committees appointed by the Central Social Welfare Board to run welfare extension projects and committees for running after care homes appointed by the State governments, though constituted primarily of voluntary
workers are known as non-official agencies, since these agencies do not come into existence voluntarily but are sponsored and substantially funded by the government. These organisations may to be able to arouse community’s popular support, since they are not based on democratic foundations and should, therefore, not be equated with voluntary agencies.

A unique feature of voluntary agency is that it stimulates voluntary action among the served community and progressively involves enlightened individuals belonging to the served community in the higher echelons of its decision-making machinery.

In a welfare state like ours, it is the duty of the government to make provision to educate the adults as a constitutional mandate. Unfortunately we do not have the resources to educate illiterate masses.

It is obvious we have to use the resources and facilities available with the voluntary organisations, who have been playing a significant role in the development of education in general and adult education in particular. In our country, Voluntary Organisations play a major role in promoting Literacy and Continuing Education.
The role of Voluntary Organisation in promoting the Literacy Programme is no doubt a tremendous task, shouldering the responsibility along with the Government right from independence, to eradicate illiteracy. Voluntary Organisations and its service in making the illiterate brethren into literate is an Himalayan task.

When the TNBCE was established in Chennai, thanks to the Government of India and the blessings of Dr. Malcolm Adesesiah, it was expected that the Tamil Nadu Board of Continuing Education would officiate as the apex body of all the NGOs in Tamil Nadu. This lead in reality was maintained by the Tamil Nadu Board of Continuing Education as long as a number of NGO’s were in existence implementing Non-formal Adult Education Programes in Tamil Nadu with Government grants. This lead continued for at least 10 years. That is why the Government of India when it wanted to organise a State Resource Centre in Tamil Nadu had no hesitation in offering the chance to the Tamil Nadu Board of Continuing Education, The Chairman of which happened to be Dr. Malcolm Adiseshiah, the noted educationist.
1.15. STATE RESOURCE CENTRES IN DIFFERENT STATES AND ITS FUNCTIONS

In order to provide assistance in effective implementation of Adult Education Programme in the states, the Department of Education, Government of India had decided to form State Resource Centres/Regional Resource Centres in several states and Union territories in 1976. The responsibility of starting the state resource centre was entrusted to a voluntary agency, or a government organisation or a university based on its competence and capability. The responsibilities of state resource centre are manifold, e.g. organisation of trainings for functionaries of all levels of the adult education programme being conducted in the state, preparing and bringing out teaching/learning materials, supplementary and follow-up literature, coordination between various government departments and voluntary organisations, guidance to all organisations in project formulation, for management of adult education programme, organisation of required monitoring and evaluations, assistance to persons involved in other programme by means of seminars and workshops, use of mass communication media for progress of the programme, etc. Keeping in view the growing responsibilities of state resource centres, their form was amended in 1979, 1982 and 1985. After the beginning of National Literacy Mission, some amendments were made again.
State Resource Centre is recognized as one of the powerful institution to work for Literacy and Continuing Education Program in India.

The State Resource Centre is committed to eradicate illiteracy. It reaches the door steps of all the unlettered in the country. It produces suitable attractive and useful printed and audio video materials, extending assistance and guidance to innumerable agencies engaged in literacy and continuing Education Programme.

The state resource centres are for providing required support and desired assistance to state organisations/departments involved in adult education programme. Following are the states in which 27 State Resource Centres / Regional Resource Centres are functioning:-

Andhra Pradesh, Assam, Bihar (2), New Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Mysore, Kerala, Madya Pradesh (2), Maharastra, Pune, Meghalaya, Orissa, Punjab, Jaipur, Tripura, Tamil Nadu, Uttar Pradesh (2) , West Bengal(2), Manipur and Arunachal Pradesh.
1.15.1. Building Resources - State Resource Centre

- There were 14 State Resource Centres in 1980 and their number increased to 25 by 2000.

- State Resource Centres are managed by Non Governmental Organisation or universities and are expected to provide academic and technical resource support to literacy programmes.

- This is mainly done by organising training programmes, material preparation, publishing of relevant material, extension activities, innovative project, research studies and evaluation.

- The State Resource Centres are divided into two categories of A and B which receive an annual grant of Rs. 60 and 40 lakh respectively.

- The grading is done on the basis of the volume of work. Upgradation is based on performance or increased work load. New resource centres are initially graded in the lower category.

- The State Resource Centres are also given one time grant of Rs.50.00 lakh and Rs.40.00 lakh for 'A' and 'B' category of State Resource Centres respectively.
1.15.2. Functions of the State Resource Centre

The functions of the State Resource Centres were spelt out by the Ministry of Education as follows in D.O. No. F.2-38/ 75. NFE.II, dated July 20, 1976 addressed by the Joint Secretary, Ministry of Education and Social Welfare to the Secretaries of the State Education Departments.

(i) Organisation of Workshops/ Seminars/ conferences and publication of books/ pamphlets for proper appreciation of the concept and significance of Non-formal Education.

(ii) Training of key personnel and assistance in training programmes organised for field functionaries;

(iii) Development of curricular programme to serve as a base for instruction / learning till regions / Districts within State develop its capability and organisation of training programmes so that such capability develops as soon as possible.

(iv) Evaluation of the programme and technical guidance.
(v) Such other activities as may appear appropriate to the State Governments and/or agency entrusted with the responsibility for establishment of State Resource Centre.

1.16. TAMIL NADU STATE RESOURCE CENTRE-GENESIS

Dr. Malcolm S. Adiseshiah has been very much interested in education. One of his special interests was in the field of Non-formal education, to which he assigned a crucial role in combating illiteracy. When he was working at St. Paul's College, Calcutta and Madras Christian College, he modified the methods of teaching and also the manner in which seminars were conducted.

"Education is a mutual exchange, not a one-way flow. It is a dialogue, a confrontation, a shared effort which rewards all who are engaged in it. So too, development is a mutuality; it is global; it requires a common purpose and struggle, not intervention from without or exclusion from within" says the great Educationist and Scholar Dr. Adiseshiah.

Dr. Adiseshiah also delivered the presidential address at the 22nd Annual Conference of All India Adult Education
Conference which was inaugurated on December 23, 1968 at Pondicherry, by Shri. S.L. Salim, the former Lt. Governor of Pondicherry. In his address, Dr. Adiseshiah traced the educational heritage of the modern world. He said that the only way to bring about change was through education. He explained that education has now formed a part of life and that this was the basis of the Adult Education Programme.

The renowned economist Dr. Malcolm S. Adiseshiah who has been a Deputy Secretary General of UNESCO for 22 long years returned to his mother land.

On his return, he was very much disappointed to see the percentage of literate population. He had a firm belief that a literate person would prove himself to be a better citizen and try to stand on his own legs. Keeping this in view, he decided to have an organisation exclusively for the promotion of Non-Formal and Adult Education and the outcome of it was the formation of Voluntary Organisation called the Tamil nadu Board of Continuing Education in 1976.

The Tamil Nadu Board of Continuing Education is one of the pioneering voluntary organisations which is working for promoting Literacy and Continuing Education. For the past two decades more than 30,000 adult learners became literate under
the various scheme such as National Adult Education Programme (NAEP), Farmers Functional Literacy, Mass Education, Each One Teach One Programme, Non-formal Education (NFE), National Literacy Mission (NLM), Improved Pace and Content of Learning (IPCL), Post Literacy Campaign (PLC), Total Literacy Campaign (TLC) and Continuing Education Programme (CEP).

Under the Tamil Nadu Board of Continuing Education the State Resource Centre for Non-formal Education was initiated especially to promote Literacy and Continuing Education by Dr. Malcolm S. Adiseshiah who was the founder and patron of the State Resource Centre.

Experience had shown many programmes of Adult Non-formal Education in the past suffered due to lack of direction, skill and software at all levels of operation. The agencies organising the Adult Education Programme need advices and support. So "It is necessary that a Resource centre is created by sponsoring a voluntary organisation, diversified learning instructional materials and other necessary services. The State Resource Centre in Tamil Nadu was established on 2nd February, 1977, at the request of the Ministry of Education and Social Welfare, Government of India, by the Tamil Nadu Board of Continuing
Education (TNBCE), a society registered under the societies Registration Act (XXI of 186) on 2nd August 1975, S.No.114 of 1975.

1.17. AIMS AND OBJECTIVES OF TAMIL NADU STATE RESOURCE CENTRE IN PROMOTING ADULT LITERACY AND CONTINUING EDUCATION PROGRAMMES

The Tamilnadu Board of Continuing Education has established its SRC with following aims and objectives:

1. To organise trainings in Non-formal / Adult Education for the following categories of persons:

   (a) Organisers

   (b) Directors and Supervisory/ inspecting staff

   (c) Field level workers

   (d) Curriculum Designers

   (e) Writers

   Also to adopt the training courses to the needs of full time and part time workers.

2. To devise curricula for specific needs of different human groups in different economic and social
environments, through field study and analysis of needs and make them available to work in the fields.

3. To assist workers in the fields in developing suitable learning materials for courses they offer and to circularise and/or publish materials which are of general value.

4. To assist workers in the fields in developing curricula relevant to their needs and giving them coherent shape.

5. To conduct evaluation seminars, etc., and to devise appropriate methods of evaluation for the different programmes of non-formal education / adult education according to their goals and objectives.

6. Finally, priority will be given to providing consultancy services to the Government’s programme of Non-formal / Adult Education.

The management of State Resource Centre is vested in a Governing Body and the Director. The President of Tamilnadu Board of Continuing Education is the Chairman of the Governing Body and the Director of the State Resource Centre is its Secretary.
The following constitute the ex-officio members of the Governing body of the SRC:

a. The Commissioner & Secretary for Education, Science & Technology to the Govt. of Tamilnadu.

b. The Director of Non-formal / Adult Education, Government of Tamil Nadu.

c. The Director of School Education, Government of Tamil Nadu.

d. The Secretary of the Tamilnadu Board of Continuing Education.

e. The Treasurer of the Tamil Nadu Board of Continuing Education.

One or more members, to a maximum, of three, of the council of Tamil Nadu Board of Continuing Education may be nominated by the ex-officio members to hold office for a period of two years, renewable indefinitely.

The powers and functions of the Governing Body of the SRC are the following:

a. The Governing Body shall be responsible for the proper conduct, administration and management of
the State Resource Centre in the context of its aims and objectives without prejudice to its rights as a Unit of the Tamilnadu Board of Continuing Education.

b. Without prejudice to the generality of the powers nominated above, the Governing Body shall attend to the following particular details in the conduct of the centre.

c. It shall appoint a Selection Committee to choose the Director of the Centre, who upon confirmation, will be ex-officio member of the Selection Committee to appoint the remaining members of the staff, in the first instance. In the case of later vacancies to the post of Directors, the same procedure will be followed, without prejudice to the posts of staff members already appointed.

d. It shall decide the overall policy of the centre.

e. It shall define the functions of the different Departments of the Centre, and shall decide upon the opening of new Departments or the closing of existing departments.
f. It shall prepare and provide a budget for the current financial year, for the probable income and expenditure for the Centre, having regard to the resources of the centre.

g. It shall also look ahead into the potential needs and requirements of the centre in the future, and the allround extension and developments, in regard to buildings and equipment and programmes of the Centre, and any other matter which may arise.

h. It shall devise ways and means of providing for, or augmenting the funds of the Centre needed immediately for the upkeep, maintenance and management of the Centre at present, and for the future.

i. It shall help the Director in drawing up programmes of activities and research, and in soliciting, writing and applying for grants from both Central and State Governments and other societies or corporations or bodies rendering aid to educational, research, and development institutions for the needs and requirements of the Centre, and shall have power to borrow money when deemed necessary or expedient.
j. It shall help the Director in the maintenance of efficiency and proper order among the staff and any group of trainees or others who may from time to time be present at the centre or at any place where courses and seminars are organised by the Centre.

k. It shall consider and pass in review all circulars, communications and instructions under whatever title issued, sent by the Government both Central and State or by any other statutory body, and shall deal with them so as to promote the aims and objectives of the Centre.

The governing body shall meet at least six times per year. It shall meet often as the exigencies of the situation require. The rule of majority shall govern, if necessary, the deliberations and proceedings of the meetings.

Initially, the State Resource Centre in Tamilnadu had the following three Departments:

a. A Curriculum Development Department

b. A Training Department and

c. A Research and Evaluation Department
Three more departments have been added to the State Resource centre in the course of its development.

a. A general activities department
b. A library and Documentation Centre and
c. A Special Cell for Women, Scheduled Castes and Scheduled Tribes.

Now there were 4 main departments. They are Department of Training and Documentation, Department of Post Literacy and General Activities, Department of Material and Media, and Department of Population Development Education. Each Department had a Head and Associate Programmes Coordinator and there are two Programme Associate and one research fellow. The members of the staff of the four Department formed the core team for all the activities of SRC and the Heads of the Departments ably planned, guided and co-ordinated the different activities of the departments. The Heads were given full freedom and independence in taking decision and acting, but they kept the Director appraised of all the decisions and action taken by them, since ultimately he was held accountable by the Governing body.
Magazines

"Yettram" and "Kudumba Malar" are the monthly magazines published by the State Resource Centre. Yettram deals with lot of materials related to day to day life. Kudumba Malar is a bi-monthly magazine containing short stories, essays, tit-bits etc. designed to disseminate population education messages among the neo-literates.

1.18. FUNCTIONS OF STATE RESOURCE CENTRE-TAMILNADU FOR PROMOTING LITERACY AND CONTINUING EDUCATION PROGRAMMES

The Role of State Resource Centre in promoting literacy is preparing of teaching-learning materials for Total Literacy Campaigns (TLCs)/ Post-Literacy Programmes (PLPs), adopting Improved Pace and Content of Learning (IPCL) technique, and the functionality aspect. The materials are prepared in spoken languages as far as possible. It also published training materials, namely- teachers', guides, teaching aids, audio-visual materials and organisation of training programmes for adult education functionaries as well as staff of the District Resource Units (DRUs). It Provided all other academic and technical resource support and materials for the Total Literacy Post-Literacy and Continuing Education Programmes.

Motivation and environment building for Adult Education programmes were also planned by the SRC through multi-media including traditional and folk media. It trained functionaries for decentralised management, like Orientation of members of Village Education Committees, training of youth, sensitization of Panchayat Raj, Leadership, Women Empowerment etc. It
organised special programmes related to literacy. Evaluation and research studies, impact evaluation of teaching-learning materials, learners' evaluation etc.

In the ninth five year plan, the total and post literacy programmes have been integrated into one programme of literacy so as to form a continuum. The facility of basic and post literacy will also be available during the final phase of Continuing Education. Thus removal of residual illiteracy will remain a major concern in this phase as well. The Nodal centres and the Continuing Education centres have to simultaneously provide for guided teaching learning along with all the other inputs.

The basic functions of State Resource Centre since their inception have been:

- Material development for adult learners.
- Training of adult education functionaries.
- Research in the field of adult learning

The resource centre in the process have successfully performed their role of:
- Providing learning resources for the delivery points i.e. the literacy centres.

- Strengthening the infrastructural capabilities.

The resource centre cater to three distinct categories of clientele:

i) Planners and managers of adult education;

ii) Adult education functionaries;

iii) Beneficiaries of literacy programmes;

The clients of the first two categories are the members of the State Literacy Mission Authorities, the Zilla Saksharta Samities and the Panchayati Raj functionaries.

Since this group is responsible for planning, management, supervision and monitoring of the literacy programmes; the resource centres will undertake capacity building programmes for them.

The role of State Resource Centre for the first two categories of clients would be:
At State Level: To give orientation training to State Literacy Mission Authority personnel enabling them to understand Continuing Education and perform their functions effectively;

To suggest work plans to promote delivery systems and programme activities;

To participate in planning for production, procurement and dissemination of adult literacy material;

To train Continuing Education personnel, consultants and resource persons;

To assist State Literacy Mission Authority in monitoring and evaluating the impact of literacy programmes.

At District Level: To train ZSS functionaries in:

- Project preparation;
- Project execution;
- Monitoring and evaluation literacy programmes;

- To train functionaries of other departments;
- To train resource persons for training of preraks, assistant preraks and teachers of literacy;
- To prepare background material for training and reference;

- To train writers and institutions in development, production and assessment of neo-literate materials.

The client group of the Resource Centre also includes non-literate, neo-literate and those who, having achieved sustainable levels of literacy, now wish to continue learning.

For this group the major role of the State Resource Centre is to provide:

- Preparation of a curriculum framework for neo-literate material;

- Preparation of print and non-print material for continuing education.

In the area of material preparation, the Resource Centre have a very challenging role to play. While they would be the pioneers in orienting everyone concerned about criteria for judging materials for adult learners, they should also be able to compete with other producers when materials are selected for literacy programmes.
1.18.1. Research in the Field of Adult Learning

In this area, the role of the State Resource Centre will be to carry out proactive research in the shape of case-studies or in the form of operational research and even fundamental research. Possible areas of research could be:

- Comparative acceptance and efficacy of neo-literate materials prepared by resource centres and other producers;

- Operationalisation of integrated approach to literacy;

- Organisation of learning groups in Continuing Education;

- Training needs of the preraks and the assistant preraks;

- Efficacy of training given to resource persons and to the preraks;

- Peoples' perception of and need for continuing education programmes;

- Extent to which the CE objectives converge with popular expectations and requirements;
- Additional inputs which can be provided to the entire gamut of adult learning to make it attuned with global objectives;

- Development of gender equity and equality, fight against discrimination and the concept of culture of peace through continuing education.

The State Resource Campaigns need to understand the clientele. They must find a place in the market for their expertise in resource support while they must take a macro view of the situation they must at the same time work out detailed plans for micro level activities. Systematic Planning is the key to their survival and success.

1.19. NEED FOR THE STUDY

The case study of the State Resource Centre was taken up for a number of reasons. Its status and role changed a great deal in the last 25 years. In the beginning, it was virtually treated as a child of the Tamil Nadu Board of Continuing Education which has been accepted as the apex body of the Non Governmental Organisation's in Tamil Nadu. Even the State Resource Centre was considered as a voluntary agency. This is clear from the funding pattern of government of India for a
major share of expenses. While the Government of India and the Tamil Nadu Board of Continuing Education were expected to provide a small share. This was beyond the means of the Tamil Nadu Board of Continuing Education which had no funds of its own and was dependent on the Government for running its own programmes.

In the later years the State Resource Centre became a autonomous body receiving 100 per cent grants from the Government of India. Thus the control of the Tamil Nadu Board of Continuing Education became quite nominal. From the beginning, Government of India has made it very clear that the State Resource Centre will consist of a small band of dedicated specialists who would do all their best to implement effective Adult Education programmes in Tamil Nadu. Every year, in keeping with the governmental policy, the pressure on State Resource Centre went on increasing. Under Total Literacy Campaign, the pressure was the maximum on an organisation mainly created for working for a limited population. It had to gear itself up to cater to the millions during the Total Literacy Campaign/Post Literacy Campaign/Continuing Education periods. The researcher considered it as something remarkable that a small body like State Resource Centre could fulfill its commitments for a massive programme like the Total Literacy Campaign. This is the beginning.
1.20. SUMMARY

This is a study to find out the efforts taken by State Resource Centre since its inception to meet the unexpected and massive challenges presented to it from time to time. In keeping with the plans of the Government of India, the Adult Education Programme which was conceived as an intensive area based programme got enlarged into a literacy campaign covering all the illiterate population in the state covered by the concerned State Resource Centre. It's an interesting study on how a dedicated band of staff under the leadership of the director met the almost super human challenges. When the literacy history of Tamil Nadu is rewritten, the name of the State Resource Centre will find a remarkable place in it.

The Annual Conference of the Tamil Nadu Board of Continuing Education and State Resource Centre were a joint affair. The conference used to held for 3 days at a stretch.

The first day invariably was designated as voluntary agencies day. On these days all the member NGO's discussed their problems openly in the presence of the government officials both from the Centre and State who were specially invited for the meet. During the conference itself the areas of bottleneck are identified and methods to clear them were worked out with the blessing of the gathered officials. The actual conference continued its deliberations with added members on the
subsequent two days.

This was a wonderful opportunity for the State Resource Centre which was under the nominal control of the Tamil Nadu Board of Continuing Education. From its very inception, at the request of the Government of India extended its over all support to the NGO's working for Adult Education. This also enabled the State Resource Centre to gain the full confidence of the NGO's and plan their requirement for training, learning teaching material, monitoring and evaluation.

However, in the later years, the Government of India systematically reduced its grants to the NGO's. Again when Total Literacy Campaign was launched in 1990, the difference between the NGO's and the governmental agencies totally disappeared. Under the control of the district collector, they merged together and offered their services in declaring total literacy in the districts.

While the State Resource Centre continued its functions with more vigour till this date, the importance of the Tamil Nadu Board of Continuing Education reduced gradually and had little or no role to play in the massive Total Literacy Campaign in district level campaigns. However its nominal status, as the mother of the State Resource Centre alone continues.