CHAPTER 2

REVIEW OF LITERATURE

The research reports and literature reviewed for the present study titled “Literacy Empowerment of Rural Women: A Field Experiment” has been presented in this chapter under the following headings:

2.1. Conceptual Perception of Literacy
2.2. Significance of Literacy to Human Development
2.3. Significance of Literacy to Women’s Development
2.4. Related Studies in Literacy Programme
   2.4.1. Impact of Literacy programme on Women’s Lives in the World
   2.4.2. Impact of Literacy programme on Women’s Lives in India
2.5. Literacy Milestones at International Level
2.6. Literacy Achievements -a Global Scenario
2.7. Literacy Achievements in India
2.8. Literacy Programmes in the India’s Five Year Plans with Focus on Women
2.9. Factors Affecting Learners Participation in Literacy Programme in Other Countries
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2.11. Factors Contributing to Effective Literacy Programmes
2.12. Literacy Models
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2.13. Methods of Adult Literacy
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   2.14.2. National Non-Governmental Organisations
2.15 Conclusion
2.1. Conceptual Perception of Literacy and Illiteracy

Conceptual perception of ‘literacy’ differs. The criteria and standards of literacy are becoming different worldwide and always in the process of evolving according to the growth of technology and expansion of human potentials. In 1958, UNESCO agreed the definition that, “a literate person is one who can, with understanding, both read and write a short simple statement on his or her everyday life” (UNESCO Institute for Lifelong Learning, 2013).

**Literacy** is not only the “ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts; but it also involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and participate fully in the community and wider society (Asia South Pacific Association for Basic and Adult Education (ASPBAE), 2012).

In the back drop of ever increasing Knowledge/Information Divide, India follows certain common norms set by International and National agencies to measure the quantum of both literates and adult basic illiterates (Abraham and Dubey, 2013). In India, a person aged seven and above who can both read and write with understanding in any language is considered literate (Census of India, 2011). The ‘Saakshar Bharat Mission’ has broadly defined literacy as the ability ‘to read, write and enumerate with understanding’ (Abraham and Dubey, 2013).

**Basic Literacy** means the classic or traditional literacies of learning how to read, to write, and to perform numeric calculations and operations (Abraham and Dubey, 2013).

**Illiteracy** is not simple ignorance. It is the absence of, what is conventionally called as, the knowledge of the three ‘R’s Viz. the skills in reading, writing and arithmetic (Aikara, 1993). Complete illiteracy means a person cannot read or write at all (World Literacy Foundation, 2015). Illiteracy is the inability of a person to read and write (Katiyar, 2015).
2.2. Significance of Literacy to Human Development

“Literacy is the first condition for dialogue, communication and integration into new connected societies. Literacy is the key for acquiring knowledge, interpersonal skills, expertise and the ability to live together in a community - all skills that are the foundations of modern society”(UNESCO PRESS, 2013). Educational opportunities depend on literacy and it is at the heart of basic education for all, and essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy .(International Literacy Day, 2014)

Literacy is a core component of the right to education as recognised by the Universal Declaration of Human Rights. The right to literacy supports the pursuit of other human rights. In other words, literacy has the potential to enhance people’s ability to act in the pursuit of freedom (Amartya Sen), and to empower them to interpret and transform their realities (Paulo Freire). Strong literacy skills are associated with a range of valuable and desirable outcomes (St.Clair, 2010).

One’s understanding of the world is increasingly mediated by the written word, in both print and digital forms. Therefore, the abilities to read, write and operate with numbers have become an essential requirement for active participation in a society. Changes in the economy, the nature of work, the role of media and digitalisation, as well as many other aspects of society, have underscored the importance of literacy today (UNESCO Institute of Lifelong Learning, 2013).

Increasingly, teaching and learning, reading, writing, language (written and spoken communication) and numeracy are viewed as part of a broader conception of key competencies of human resource development and lifelong learning. Literacy and numeracy are seen as fundamental components of a complex set of foundational skills (or basic competencies), which require sustained learning and updating. Governments’ commitment to the acquisition of key literacy skills is
essential to guarantee the fundamental right to education (UNESCO Institute of Lifelong Learning, 2013).

   Literacy is one of the key elements needed to promote sustainable development, as it empowers people so that they can make the right decisions in the areas of economic growth, social development and environmental integration. Literacy is a basis for lifelong learning and plays a crucial foundational role in the creation of sustainable, prosperous and peaceful societies (International Literacy Day, 2014).

   Literacy is an essential threshold for the development of any country. With a minimum level of literacy, the masses can realise modernisation, increase in per capita income, democracy, success of developmental programmes, alleviation of poverty, better health status, women’s emancipation, population control, national integration, international understanding and care for environment (Vasumathi, 2008). Desai (2012) observed that literacy, economic growth (GDP), and the population growth (TFR) are all strongly correlated with each other and thus an increased literacy will lead to an increased level of GDP and at the same time help to maintain a steady level of population growth so that the country’s resources are better shared amongst fewer people.

2.3. Significance of Literacy to Women’s Development

   Through literacy, women in rural areas play a bigger part in development and governance (UNESCO Institute for Lifelong Learning, 2010). According to Ban Ki-moon (2010), by acquiring literacy, women become more economically self-reliant and more actively engaged in their country’s social, political and cultural life. All evidence shows that investment in literacy for women yields high developmental dividends. He added that every literate woman marks a victory over poverty (UN News Centre, 2010).

   Bokova (2013), Director-General of UNESCO stated that Learning and education is essential for the dignity of every woman and man and it is vital for healthy societies and inclusive sustainable development (UNESCO Institute for
Literacy helps to stimulate initiatives and man’s participation in the creation of projects, and opens the way to the mastery of techniques and human actions. An illiterate person, who discovers his/her inability to engage with the written word, often develops a negative attitude towards him/herself. He/she begins to doubt his/her own intelligence, thus perceiving him/herself as a useless being with no contribution to make in family and community life. The poor, marginalised, unemployed and illiterate are the people who tend to live in other people’s shadows, hampering development and creativeness in their societies (Shilubane, 2007).

Literacy leads to empowerment, and the right to education includes the right to literacy - an essential requirement for lifelong learning and a vital means of human development and of achieving the Millennium Development Goals (MDGs). (UNESCO, 2008, p. 8 cited in UNESCO Institute of Lifelong Learning, 2013) As stated in 2nd Global Report on Adult Learning and Education (2013), young people and adults who struggle with reading, writing and operating with numbers are more vulnerable to poverty, social exclusion, unemployment, poor health, demographic changes, displacement and migration, and to the impacts of man-made and natural disasters.

Literacy gives women a voice in their families, in political life and on the world stage. It is the first step towards personal freedom and broader prosperity (Bokova, 2010 cited in Oyitso and Olomukoro, 2012). Literacy education is seen as a powerful agent of socialization in that it plays a tremendous role in preparing an individual to render active and useful service both to the family and the society in general. In order to address the problems of illiteracy, unemployment, poor health and the low standards of living, women are first to be empowered though literacy programmes (Shilubane, 2007).
2.4. Related Studies in Literacy Programme

2.4.1. Impact of Literacy Programme on Women’s Lives in the World

Kingah (2014) studied on the usefulness of language skills to Mbororo women. A good number of the trained Women in Fulfulde felt quite positive about themselves particularly because they could read and write in the mother tongue. These skills helped these women to read prescriptions easily, read pamphlets on how to prevent AIDS and sexually transmitted diseases, read newspapers written in the mother tongue, read messages on how to purify water and sanitation, and read sign posts. Through the writing skill, some women were able to write minutes during meetings or social gatherings and even teach their peers. This skill had helped them to write letters easily without calling on someone to help them, particularly when they did not want their husbands to see the contents. The calculating skill had helped them to do business very well. Through this skill they had become financially independent and no longer depended on their husbands for clothing and feeding. The study results show that acquisition of the reading, writing and calculating skills is vital to women’s development.

Audi Oluoch, Ayodo TMO and Simatwa Enose (2014) conducted a study titled “Adult Literacy Programme in Vihiga: The Capacity of Facilitators to Produce Learners with Functional Skills”. The study was conducted in Vihiga, Hamisi, Emuhaya and Sabatia sub-Counties in Western Kenya. The objective of the study was to establish the capacity of adult Literacy Facilitators to effectively impart knowledge and skills that enabled the learners to be functional in society. Descriptive survey research design was used. Simple random sampling technique was used for selecting sample. The population of the study consisted of the 55 facilitators comprising 18 full-time and 37 part-time facilitators. 54.5 per cent of the facilitators which formed the majority had been trained as Adult Education facilitators and acquired Adult Education Teachers’ Certificate (AETC). The study established from the facilitators that, the methods they used to assess the achievements by the learners in the adult literacy programme such as written tests (28.6 per cent) oral questioning by asking the learners to say what for they were
using the skills acquired for (35.7 per cent); home visits (21.4 per cent); reading and writing (4.8 per cent) and engaging the learners in practical work of making fireless cookers and energy-saving stoves (9.5 per cent). The results revealed that, the achievements in the literacy programme were not properly evaluated. This is because the facilitators did not evaluate the impact “downstream” as only 21.4 per cent and 9.5 per cent of the facilitators engaged the learners in home visits and practical work of making fireless cookers and energy-saving stoves respectively.

In Papua New Guinea (PNG), there were numerous agencies offering literacy courses, such as Adventist Development and Relief Agency (ADRA) and Pacific Adventist University (PAU). It is discovered that these adult literacy programs should have been well-designed, organised and authentic, and structured around topics relevant to the students: social and gender issues, health and nutrition issues, marriage issues, family support systems, and practical communication methods, such as using the mobile phone, electronic banking and filling out official documents. Literacy programmes are more than teaching rudiments of reading, writing and mathematics, it is about empowering a person to become an effective and contributing member of society (Thiele, 2013).

UNICEF reports that the education of women impacts upon infant and maternal mortality rates, improves nutrition, promotes health, reduces the likelihood of HIV/ AIDS, and contributes to improved education for the next generation (UNICEF, 2013). The Millennium Development Goals (MDGs) – including the eradication of hunger, the reduction of child mortality, improved maternal health, reduction in HIV/AIDS infection, and universal primary education – are all affected by the education and empowerment of women. This is due to the significant roles women play in relation to these developmental issues (UNESCO Institute for Lifelong Learning, 2013).

Several studies have shown that persons who had participated in literacy programmes are more politically involved than illiterate persons. This includes union activities, community activities, greater willingness to become registered voters, greater willingness to effectively participate in elections and local
associations and increased participation in general elections, as in the case of Turkey, where literacy programme participants voted in larger numbers than illiterates. Literacy thus provides citizens with access to information they can use to participate in the socio-political life of their community, both locally and nationally, and allows them to express their views (Thengal, 2013).

A sample of one hundred women was taken for the study on reading habits of rural women from Sarkar Ki Aali village of Hawalbagh block, Almora district, Uttarakhand using incidental random sampling technique. The result indicated that reading still survives among women in rural societies despite the electronic media boom. The majority of the women stressed the need for a local library fully equipped with adequate and varied reading materials (Negi and Dhoundiyal, 2012).

Olufunke (2011) examined the issue of literacy as a potent tool for empowering women in the Nigerian communities. The study made use of descriptive survey design. The population for the study consisted of all women in Ibadan North Local Government while 211 women were randomly selected as samples for the study. A self designed questionnaire of 20 items was used to elicit responses from the subjects of the study on their views on literacy, good living and empowerment. The study discovered that literacy is a weapon for fighting poverty, diseases, and ignorance and when all these are fought, an average woman becomes empowered to participate actively in issues of development in her community.

A Qualitative study attempted by Niruala (2011) explored two literacy programs (the Women Literacy Program and the National Literacy Campaign) in an urban slum and squatter settlement, Manohara Nayabasti located in Bhaktapur, Nepal. Purposive sampling method was adopted to choose 29 informants and use the multiple methods of interviews, observation, questionnaires and focus group discussions to collect the primary data. The study mainly focused on women learners’ experiences of the literacy programs, and the use of literacy skills in their everyday lives. This study revealed that simply acquiring the ability to read and write skills can help the women to enhance their personal development to a certain extend, but it does not necessarily lead to their transformative empowerment. The
findings also indicated that the level of women learners’ empowerment varied according to the literacy programs. The literacy programs with the holistic approach, longer duration and teaching friendly environment had more potential to make transformative effects in the lives of women learners.

Niraula (2011) observed that women, on their participation in literacy programs acquired abilities to read and write, awareness regarding practical things, became more self-confident and able to express their views freely. This has lead to enhancement of the personality of women learners.

Konate (2010) analysed the effects of Yiriwaton literacy programme on Rural women in Mali implemented in Bambra. Yiriwaton was created in Lassa in 1998 with the cooperation of Luxemburg and Mali to provide functional literacy skills to women. A qualitative case study research design was used to provide a descriptive research account of women’s experiences with Yiriwaton. The impact on women agreed that the program was a significant tool that provided them education and life skills. By participating in the program, the women experienced positive behavioural changes that led to individual and social empowerment and community development. Most participants believed that they secured privacy in life, improved family conditions, and developed growing interest in children’s education. The program helped the women to be aware of the knowledge they received about their health, their children’s health, and the health of their families.

Stromquist (2009) reported that the learners explained their feelings as being less dependent on others for several tasks, gaining improved skills in communication, feeling able to use information technologies, being able to write formal letters; and being more competent in dealing with government officials. Learners reported also increased contact with local people, including involvement in community organizations. An ethnographic study by Prins (2008) of literacy programs in El Salvador found that women and men participants reported changes in the direction of greater self-confidence, self esteem, the ability to participate in and influence new spaces, the ability to formulate and express ideas, and improved
relationships with partners, parents, children, or other family members (Cited in Stromquist, 2009).

Shilubane (2007) focused on the importance and benefits of literacy programmes to the empowerment of black rural women in South Africa. The study was conducted in two rural areas of Mopani District Municipality, in Greater Giyani. The qualitative method of focus group discussion was adopted among the participants and also the interview was done to evaluate the effectiveness of the literacy programme. The result indicated that literacy programmes did empower women to a certain extent because they had gained functional skills and they involved themselves in community development programmes.

2.4.2. Impact of Literacy Programme on Women’s Lives in India

Pandey (2014) evaluated the activities of Mahila Samakya among the 5026 women in Uttar pradesh, Bihar and Uttarakhand. The study was empirical and descriptive in nature. Through Purposive Sampling five districts were selected from the three states of North India. The findings were: Majority of the respondents (70 per cent) accepted that Mahila samakhya motivated them to live better life. 51 per cent of the respondents agreed Mahila samakhya was a new start for women empowerment from adolescent age. 56 per cent of the respondents accepted that Mahila samakhy activities were creating awareness among women towards good health. About 72 per cent of the respondents accepted that Mahila samakhya had created awareness in them towards women’s right in rural society.

Kharkongor (2013) conducted a study on “Community Development Through Literacy Programme in Ri-Bhoi District, Meghalaya”. The author adopted the descriptive method and collected the data through questionnaire. Thirty samples from the village head men, Sridars and 10 other significant persons among the community who acted as adult education functionaries in the implementation of the programme were chosen randomly from all the three blocks in the district. The findings showed that some of the changes that had been made by the learners after attending the literacy classes were that literacy programme was one of the
developmental programmes that gave an opportunity to the illiterates to learn the literacy skills. Further, all of them were of the view that the literacy programme helped the learners to improve their knowledge and self-confidence. Another 63.3 per cent stated that the programme had changed their mindset and way of thinking and also helped the learners in changing their attitude and behaviour.

Chakraborty (2013) attempted to evaluate the disparities in education sector in India along with their impact status based on the data procured from secondary sources. The disparity was calculated by Sopher’s Disparity Index on male female literacy state-wise and age-wise in terms of levels of education, social groups and residence. By employing the technique of Spearman’s Rank Correlation Coefficient, it was found that female education had significant impact on gender and human development. The study concluded that the essence of development lies in educating women by degendering that will pave way for better future by literating their kids.

Attri and Jishtu (2013) examined the effect of the Saakshar Bharat Mission - 2012 in the district Chamba of Himachal Pradesh. The study covered illiterate employees serving in the various government departments at the lower level such as peons, beldars, part-timers, mid-day meal workers etc., and Mobile literacy centres were organized for Nomad gujjar families. They found that Saaskshar Bharat Mission had left positive impact on the literacy rate of Himachal Pradesh. The literacy rate of Himachal Pradesh indicates an increase of 7.3 per cent as per 2011 census of India report. The male (5.48 per cent) and female (9.18 per cent) literacy rate of Himachal Pradesh also increased.

Sekhri (2013) studied the impact of water scarcity on women's literacy in India. The researcher found that women's literacy is statistically significantly correlated with access to drinking water; access to drinking water increases female literacy by 5.1 percent.

The impact of Utthan projects was assessed by Manecksha (2012). Out of 5000 women learners, 2000 were considered literate after the successful
completion of 15 lessons in the participation of two hour classes with a small test and also the period of 200 hours or four months. The researcher reported that several women became entrepreneurs and contributed to their household incomes. They could tabulate the measures and weights used when selling milk, read the bus board, able to supervise the children’s home work and also approach the bank for loan to start the development programme. For the continuation of the literacy programme, booklets were provided to the learners that focused the information on dry farming, animal husbandry, the functioning of panchayati raj (local self-governance), the National Rural Employment Guarantee Act and the development package for ravine stabilisation. The effects of women literacy were reflected in the dominated panchayat proceedings.

Four x 4 Empowering people (2011) conducted a Rapid Assessment in Jharkhand, Madhya Pradesh, Odisha and Rajastahan. It concluded that the impact of literacy programmes on women’s learning abilities and resultant social change wasn’t visible. On the other hand, mostly the learners had only learnt how to sign! While there has been a greater emphasis on the participation of women in the literacy classes, gender sensitivity has not been found in the preparation of the community to allow women to safely participate in the evening classes, during the time the women attend classes, motivate the men to attend to household tasks, etc. It was found that the literacy activities had not been a continuous process, and NLM programmes in the field had witnessed serious gaps and discontinuity between different phases of the programme.

Rani (2010) found that the literacy campaigns contributed to the promotion of female literacy and heightened social awareness among women, increased school enrolment rate of girls, increased self-confidence and personality development, promoted gender equity and women’s empowerment, improved the status of women in the family, educational equity - Gender gap in literacy levels have gradually reduced, encouraged women to take up entrepreneurship, increased household savings and access to credit and provided awareness about health and hygiene.
Poonam, Sumita, Shalini, and Neha, (2010) studied the contraceptive practices in perimenopausal women and compared them between general population and staff nurses. The sample selected 250 perimenopausal women (100 staff nurses and 150 women from general population) to evaluate the impact of literacy on the contraceptive choices among these women. The result showed that the effect of literacy on reducing the parity was statistically significant and was inversely related to it.

Raju (2010) evaluated the participation and usefulness of Akshara Bharathi Programme in Prakasam district of Andhra Pradesh among 256 learners belonging to the fishing community of five villages in the two mandals namely Singaraya Konda and Ulavapadu. For this, interview-cum-test paper was used and Focus Group discussion was conducted. Out of the three literacy components - reading, writing and simple arithmetic, more achievement was observed in reading skill than the other two. Fisher women actively participated and the level of achievement was more than the fishermen due to their consciousness to learn the 3 “R”s, which are needed in their fishing marketing activity. Socio-economic development of the family in terms of increase in the family income, children’s education, health situation and family welfare was observed by the researcher with the outcome of literacy skills learned by the participants in this programme.

An evaluation study was conducted in Kerala to analyse the impact of the total literacy programmes on the neo-literate adults of Malappuram district. Purposive random sampling was used to select the sample of 100 neo-literates and 50 persons from the community. The study brought out the positive impact of literacy programmes on Personal background (Education, Health and hygiene, economic condition, Vocation and Religion), Family background, social and cultural background (Vasumathi, 2008).

A cross sectional study was conducted to assess the effect of female literacy to contraceptive use in urban slums of Jauharabad city of District Khushab in Punjab. Randomly 150 married women of reproductive age (15 to 49 years) were selected. Eighty eight percent women had knowledge about at least one
method of contraception. Among literate women, 61 per cent used a contraceptive method as compared with 38.5 per cent women in illiterate group (Sarmad, Akhtar, and Manzoor, 2007).

Kumaragurudasan (2004) studied the retention of literacy skills among women neo-literates with special reference to Pudukottai district of Tamil Nadu. The researcher adopted the survey method and Ex-post Facto design and the tools used were, the interview schedule and also literacy retention test (prepared on the basis of NLM norms). 200 women neo-literates from 20 villages of Annanasal Panchayat Union were selected randomly. The study indicated that the socio-economic factors such as place, occupation, marital status, annual income, level of literacy and period of literacy learning were not the influencing factors for retention of literacy learning.

Anandamoorthy (2004) reported that for majority of respondents (69 per cent) literacy has boosted their self-confidence and it can have a positive influence on their earnings. A significant, but minority (19 per cent) of the neo-literate group has stated that their skills related to work had increased, thus resulting in greater income.

Elias (2003) identified the by-products or unexpected outcomes in literacy programme. Mothers had realized the importance of giving primary education to their girl children. Movements against brewing illicit liquor, money lenders for higher interest have got strengthened. Literacy programme for the most part caused the formation and the growth of Self-Help Groups.

2.5. Literacy Milestones at International Level

Literacy Milestones in literacy work at the world level are given in Table 2.01.
<table>
<thead>
<tr>
<th>Year</th>
<th>Content</th>
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<tbody>
<tr>
<td><strong>1946</strong></td>
<td>UNESCO established an Education Committee focusing on the promotion of <em>Fundamental Education</em> which was later developed into an action programme.</td>
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<td><strong>1948</strong></td>
<td>The Universal Declaration of Human Rights was adopted by the United Nations General Assembly and identified education as a human right.</td>
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<td><strong>1949</strong></td>
<td>International Conference on Adult Education (Elsinore, Denmark).</td>
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<tr>
<td><strong>1957</strong></td>
<td>UNESCO issued the <em>World Illiteracy at Mid-century</em> report, the first attempt to present statistical evidence on the extent of illiteracy in every country and territory of the world.</td>
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<td><strong>1958</strong></td>
<td>UNESCO published an issue of the UNESCO Courier on literacy, featuring selected writings from well-known experts of the time who exposed the scale of the problem and the challenges the world was facing.</td>
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<td><strong>1960</strong></td>
<td>The Convention against Discrimination in Education was adopted by the General Conference of UNESCO and set out the principles of “equality of opportunity and of treatment” in education. The Second World Conference on Adult Education (Montreal, Canada) proposed to launch a massive campaign for the eradication of illiteracy.</td>
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<td><strong>1965</strong></td>
<td>The concept of functional literacy was introduced. This concept views literacy as a means for development that gains a functional role and becomes an integral part of the development process and not just an end in itself. This approach was integrated into several UNESCO programmes, notably the Experimental World Literacy Programme (1967-1973), jointly led with UNDP.</td>
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<td><strong>1966</strong></td>
<td>The International Covenant on Economic, Social and Cultural Rights of the United Nations, in which the States recognized “the right of everyone to education” and was adopted by the United Nations General Assembly on 16 December 1966 (New York, United States).</td>
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<td><strong>1970</strong></td>
<td>The International Commission on the Development of Education was chaired by Edgar Faure. Learning to be (1972) developed major ideas such as lifelong education and the learning society.</td>
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<td><strong>1972</strong></td>
<td>Third International Conference on Adult Education (Tokyo, Japan).</td>
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<td><strong>1975</strong></td>
<td>UNESCO conducted the International Symposium for Literacy and adopted the Persepolis Declaration. Literacy was proclaimed to be</td>
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not just “the process of learning the skills of reading, writing and arithmetic, but a contribution to the liberation of man and to his full development”.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1979</td>
<td>The International Convention on the Elimination of All Forms of Discrimination Against Women was adopted by the United Nations General Assembly on 18 December 1979 (New York, United States), affirmed literacy as a component in addressing gender equity.</td>
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<td>1990</td>
<td>Proclaimed International Literacy Year by the UN General Assembly based on a decision adopted in December 1987, this year gave impetus to UNESCO to highlight the critical role of literacy in the World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs adopted by the World Conference on Education for All (Jomtien, 1990).</td>
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<td>1995</td>
<td>The Beijing Declaration and Platform for Action from the Fourth World Conference on Women made specific reference to ensuring women’s right to education.</td>
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<td>2000</td>
<td>The International community adopted the Dakar Framework for Action at the World Education Forum in Dakar, Senegal, convened by UNESCO. The Organization is mandated to coordinate global efforts in meeting six goals which recognize the fundamental role of literacy. The two principal goals were meeting the basic learning needs of youth and adults through the functional literacy approach and reducing adult illiteracy rates by 50%.</td>
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<td>2003</td>
<td>UNESCO took the lead of the United Nations Literacy Decade (2003-2012) which envisioned Literacy for All. Throughout the Decade UNESCO took actions to increase the absolute numbers of those who were literate. The Literacy Initiative for Empowerment (LIFE) was the main mechanism for reaching this objective.</td>
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<td>2006-2011</td>
<td>In 2006, UNESCO launched the Literacy Initiative for Empowerment (LIFE), within the framework of United Nations Literacy Decade (UNLD, 2003-2012) as one of UNESCO’s three flagship initiatives dedicated to advancing the Education for All (EFA) agenda. One of the nine strategies proposed in the global LIFE Mid-Term Evaluation Report 2006-2011 had brought a clear focus on reduction of gender disparities. The report also proposed that: UNESCO should support research on successful approaches to reducing gender disparities in adult literacy and the empowerment of women and promote the use of research evidence in the improvement of literacy provision.</td>
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### 2009

**Sixth International Conference on Adult Education “Living and Learning for a Viable Future: the Power of Adult Learning”** (Belem, Brazil). Governments committed themselves to improving “access to, and participation in, the full range of adult learning and education programmes for women, taking account of the particular demands of the gender-specific life-course.

CONFINTEA VI (Belem, Brazil, December 2009) marked an important milestone by stressing the importance of literacy as an indispensable foundation for independent learning at all stages of the learning continuum and by adopting a commitment to (1) focus literacy actions on women and highly disadvantaged populations, (2) improve access to, and participation in, the full range of adult learning and education programmes for women, taking account of the particular demands of the gender specific life-course and (3) regularly collecting and analysing data and information on participation and progression in adult education programmes, disaggregated by gender and other factors.

### 2013

The National Progress reports submitted in 2012 in preparation for the Second Global Report on Adult Learning and Education (GRALE 2). Reducing gender-related differences and improving equity in adult literacy was mentioned as a major objective by several member states from all regions.

International Conference on “Achieving Literacy for All: Effective Innovative approaches to scale up literacy, Reduce Gender Disparities and create a Literate World” organised by National Literacy Mission Authority, India Jointly with UNESCO and UNESCO Institute for Life Long Learning at, New Delhi, on July 18-20, 2013. The priorities and key strategies suggested for the post 2015 Agenda was the need for recognising literacy as an indispensable foundation of lifelong learning for reducing Gender bias and for promoting (South-South) cooperation to strengthen commitment and mutual support to literacy which is still an unfinished agenda in the light of size of illiterate population and gender disparities.
2015 Education 2030 Incheon Declaration
Towards inclusive and equitable quality education and lifelong learning for all to ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy


2.6. Literacy Achievements - a Global Scenario

As cited in Global Report on Adult Learning and Education (2013), the global rate of adults able to read and write was 84.1 per cent (88.6 per cent male and 79.9 per cent female). More than half of the adults who were unable to read and write (53 per cent) live in South and West.

Table 2.02

<table>
<thead>
<tr>
<th>Year</th>
<th>Literacy Rate (in Per cent)</th>
<th>Adult Illiterate (in million)</th>
<th>Percentage of Females</th>
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<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
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<tr>
<td>1985-1994</td>
<td>82</td>
<td>69</td>
<td>864</td>
</tr>
<tr>
<td>1995-2004</td>
<td>87</td>
<td>77</td>
<td>774</td>
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<tr>
<td>2005-2008</td>
<td>88</td>
<td>79</td>
<td>796</td>
</tr>
<tr>
<td>2015 (Projected)</td>
<td>90</td>
<td>82</td>
<td>709.5</td>
</tr>
</tbody>
</table>

Source: UNESCO EFA-GMR, 2008; UNESCO EFA-GMR, 2010; and UNESCO EFA-GMR, 2011; Asia South Pacific Association for Basic and Adult Education (ASPBAE, 2012).

*Estimates for the population 15 years and older

Table 2.02 presents the literacy rates of adults at Global level from 1985 to 2008 and the projections made for 2015. The male literacy rate steadily increased between 1985 and 2015 from 82 per cent to 90 per cent; the female literacy rate also increased but only at a slow pace from 69 per cent to 82 per cent. The actual number of adult illiterates decreased from 864 million to 796 million during the same period. Proportion of the female illiterates did not show any visible reflection. In fact it increased from 63 per cent during 1985-1994 to 64 per cent during the periods that followed. The projections for 2015 at the same time shows a higher female literacy rate (82 per cent) but a reduction in their actual number probably because of the high rate of literacy projections for males and the relatively higher gender disparity.
Table 2.03

<table>
<thead>
<tr>
<th>Name of the Country</th>
<th>Illiterates (In percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>37</td>
</tr>
<tr>
<td>Indonesia</td>
<td>2</td>
</tr>
<tr>
<td>Brazil</td>
<td>2</td>
</tr>
<tr>
<td>Egypt</td>
<td>2</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>3</td>
</tr>
<tr>
<td>Nigeria</td>
<td>5</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>6</td>
</tr>
<tr>
<td>Pakistan</td>
<td>6</td>
</tr>
<tr>
<td>Democratic Republic of the Congo</td>
<td>2</td>
</tr>
<tr>
<td>China</td>
<td>7</td>
</tr>
<tr>
<td>Rest of the World</td>
<td>28</td>
</tr>
</tbody>
</table>


As per the report of the UNESCO Institute of Statistics (2011) the total number of illiterates in the world was 773.5 million. As shown in Table 2.03, 37 per cent of the world’s illiterate adults live in India, China and Bangladesh. 10 countries (India, Indonesia, Brazil, Egypt, Ethiopia, Nigeria, Bangladesh, Pakistan, Democratic Republic of the Congo and China) are the home to 72 per cent adult illiterate population of the world.

2.7. Literacy Achievements in India

As the “EFA Global Monitoring Report 2002: Education for All: Is the World on track?” stated: “The meaning of literacy has changed radically since the World Conference on Education for All in Jomtien in 1990. Conceived now in the plural as ‘literacies’, and embedded in a range of life and livelihood situations, literacy differs according to purpose, context, use, script and institutional framework (Bhola, 2006). The Table 2.04 outlined the changing concept of Literacy in India.
### Table 2.04
Changing Concept of Literacy in India

<table>
<thead>
<tr>
<th>Approaches</th>
<th>Cycles and Periods</th>
<th>Key concepts</th>
<th>Main Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional and Religious</td>
<td>First Cycle (1882-1947)</td>
<td>Basic Literacy</td>
<td>Night Schools, Social Reform Movements</td>
</tr>
<tr>
<td>Life-oriented</td>
<td>Second Cycle (1948-1966)</td>
<td>Civic Literacy</td>
<td>Social Education</td>
</tr>
</tbody>
</table>

Source: Shah (1999, p.5., 2010, P.82)

The Table 2.05 presents the Initiatives of Literacy Programme in India.

### Table 2.05
Initiatives of Literacy Programme in India

<table>
<thead>
<tr>
<th>Year</th>
<th>Programme</th>
<th>Area of Learning</th>
<th>Target Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951-56</td>
<td>Social Education</td>
<td>Make illiterate citizens conscious of their rights and responsibilities for building a democratic nation, while incorporating the components of health, recreation, and economic life.</td>
<td>Adult illiterates</td>
</tr>
<tr>
<td>Year</td>
<td>Program Description</td>
<td>Target Group</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>1959</td>
<td>Village Literacy Movement (Gram Shikshan Mohim) - Satara District of Maharashtra</td>
<td>Illiterates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic minimum proficiency in literacy and numeracy, information about sanitation,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>farming and village administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1967-68</td>
<td>Farmers’ Functional Literacy Project</td>
<td>Farmers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Functional literacy and emphasised imparting basic literacy skills along with</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>practical and technical agricultural knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning</td>
<td>Non-Formal Education</td>
<td>15-25 years</td>
<td></td>
</tr>
<tr>
<td>of the fifth plan</td>
<td>Functional skills along with literacy, to promote better awareness of health, hygiene, child-care practices and to bring about attitudinal changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1975-76</td>
<td>Functional Literacy for Adult Women (FLAW)</td>
<td>Illiterate Adult women</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy and functional skills – awareness on health, hygiene, child care practices</td>
<td>15-35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and in the process facilitated attitudinal changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 2, 1978</td>
<td>National Adult Education Programme (NAEP)</td>
<td>Non-literate adults in the age group of 15-35 years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading, writing and arithmetic. social awareness component aimed at knowing,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>understanding and taking action on issues which affect the individual, community and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1978</td>
<td>Rural Functional Literacy programme (RFLP)</td>
<td>Illiterate in 15-35 age group in rural areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Abilities of learners in reading, writing and computing, raising their functionality</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or functional capability and creating awareness among them regarding their personal and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>social predicaments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Organization</td>
<td>Activity Description</td>
<td>Target Population</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1987</td>
<td>Mahila Samakhya</td>
<td>Acquisition of literacy skills, address issues like isolation, oppressive social customs, and struggles for survival</td>
<td>Women in rural areas, socially and economically marginalised groups</td>
</tr>
<tr>
<td>5th May 1988</td>
<td>National Literacy Mission (NLM)</td>
<td>“Functional literacy”, according to the Mission objectives, included self reliance in 3Rs, awareness of the causes of their deprivation, moving towards amelioration of their condition through organization and participation in the process of development, acquiring skills to improve the economic status and general well being, and imbibing values such as national integration, conservation of environment, gender equality and small family norm.</td>
<td>Adult illiterate persons in the age group of 15-35 years</td>
</tr>
<tr>
<td>1990</td>
<td>Total Literacy Campaigns</td>
<td>Basic Literacy</td>
<td>Non literates in 15-35 age group</td>
</tr>
<tr>
<td></td>
<td>Post Literacy Campaigns</td>
<td>Basic Literacy, Post Literacy Knowledge and Awareness, Vocational Skills</td>
<td>Neo literates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Women’s Groups</td>
</tr>
<tr>
<td>December 1995</td>
<td>Continuing Education Programme</td>
<td>Residual illiteracy Sustaining and / or upgrading of literacy skills, Awareness building and participation in development programmes, Awareness and skill</td>
<td>Neo literates, Residual illiterates, School dropout and client of NFE Members of community in</td>
</tr>
</tbody>
</table>
development through TSP

| First established in Mumbai 1967, then increased by 1997. | Jan Shikshan Sansthans | Literacy linked vocational training, Vocational Skill training, Life Enrichment Education | Neo-literates & illiterates, Migrant worker and slum dwellers, Weaker sections, esp. Women, SCs, STs in rural and urban areas |
| 01-10-2009 | Saakshar Bharat | Basic literacy to non literates and basic education, Vocational education (skill development) and continuing education for neo-literates | 15 years and beyond |


During British rule literacy rates in India rose from 3.2 per cent in 1881 to 7.2 per cent by 1931 and 12.2 per cent in 1947 (Shah, 2013). In the 1920s, 1930s and 1940s one single call from Mahatma Gandhi could energise and electrify the whole nation. Mahatma Gandhi had, therefore, stated with a lot of anguish that "it is a matter of shame and sorrow that millions in India are illiterate; they have to be liberated from the curse of illiteracy if they are to be truly liberated" (Misra, 1998).

A sustained campaign, combined with other innovative practices in different parts of the country, resulted in an increase in literacy from 5.35 per cent (male, 9.83 per cent; female, 0.60 per cent) in 1901 to 18.33 per cent (male, 27.16 per cent; female, 8.86 per cent) in 1951 (Bhargava, 2008). In the First Five Year Plan period of the country, the program of Social Education, with literacy as the core of intervention was introduced as part of the Community Development Program (1952).

The Report of the National Committee on Women’s Education (1959) made a strong impact on the Third Five year Plan. It launched important schemes like condensed courses for adult women, Bal Sevika training and child care
programmes. Subsequent plans supported these measures and also continued incentives such as free text-books and scholarships for girls. This trend continued in the Fourth and Fifth five year plans. The Kothari Commission on Education (1964-66) emphasized the importance of spreading literacy as fast as possible and observed that “literacy if it is to be worthwhile, must be functional.” (Bhargava, 2010).

The Kothari Review Committee on the National Adult Education Programme (1980) under the Chairmanship of Prof. D.S. Kothari made inter-alia the following observations and recommendations: Universities and colleges should be involved to the greatest possible extent, through NSS or other wise. Involvement of Women's colleges would help in increasing the participation of women learners in the programme. In the seventh five year plan, The University Grants Commission's support to the Universities and Colleges for undertaking programmes of eradication of illiteracy has run into two phases. The first phase was from October 1983 upto 31.3:1985 and the second phase was from 1.4.1985 to 31.3: 1990 (Rao, 1987). The second National Conference on Women in 1984 recommended that female illiteracy should be reduced to 50 per cent by 1990 and zero per cent by 2000 A.D. The target must be achieved with an all out effort and co-operation of different agencies and organisations (Rao, 1987).

The National Policy on Education (NPE) of 1986 (revised in 1992) took a mass approach, targeting the eradication of illiteracy among the 15-35 age group. Among the strategies it rolled out, was the setting up of the National Literacy Mission (NLM) in 1988 and the launching of the Total Literacy Campaign. It further linked women’s literacy and education as agents of change towards the empowerment of women.

In 1988, government launched a pilot project called Mahila Samakhya (Education for Women’s Equality). It also set up the National Literacy Mission as a societal and technical mission to reach out to 80 million illiterate adults through the Total Literacy Campaigns. However, the campaign failed to consider and respond to the distinct needs and interests of the various ethnic groups.
Consequently, illiteracy among women took hold again. Working Group Report of XI year plan (2007-2012) reveals that research on adult education has been one of the weakest areas and needs to pick up momentum (Meenu, 2010).

More recently, the old National Literacy Mission has been revamped in the body of Saakshar Bharat Mission which is again focused on adult literacy (Bhola, 2010). The most significant feature of the new literacy mission is its emphasis on women’s literacy on the rightful assumptions that women’s literacy would bring about greater developmental gains. Saakshar Bharat, the Government of India’s initiative for adult education was launched in September 2009 (Asia South Pacific Association for Basic and Adult Education (ASPBAE, 2012). This is the only government programme focusing on reaching out to non-literate adult women, particularly those from marginalised communities. For several reasons, the programme has not yet taken off in several states, including those with high concentrations of non-literate women. The Table 2.06 reveals the literacy rate of India from 1951 to 2011.

Table 2.06

<table>
<thead>
<tr>
<th>Census Year</th>
<th>Literacy Rate (%)</th>
<th>Male-FemaleGap</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Persons</td>
<td>Males</td>
</tr>
<tr>
<td>1951*</td>
<td>18.33</td>
<td>27.16</td>
</tr>
<tr>
<td>1961*</td>
<td>28.3</td>
<td>40.4</td>
</tr>
<tr>
<td>1971*</td>
<td>34.45</td>
<td>45.96</td>
</tr>
<tr>
<td>1981**</td>
<td>43.57</td>
<td>56.38</td>
</tr>
<tr>
<td>1991</td>
<td>52.21</td>
<td>64.13</td>
</tr>
<tr>
<td>2001</td>
<td>64.83</td>
<td>75.26</td>
</tr>
<tr>
<td>2011</td>
<td>74.04</td>
<td>82.14</td>
</tr>
</tbody>
</table>

* Census of India (2011), Provisional Population Totals.
* Literacy rates for 1951, 1961 and 1971 census relates to population aged 5 years and above
** Literacy rates for 1981 onwards relates to population aged 7 years and above.

During the post Independence period, literacy rates have shown a substantial increase. Female literacy had also increased (Mazumdar, 1995). Over the four decades (1951-1991), female literacy had however, gone up by five times
i.e. from 8.86 in 1951 to 39.29 in 1991. During the decade 1981-91 in particular, female literacy increased at a relatively faster pace (9.6 per cent) than male literacy (7.5 per cent) (Gopalan, 1995).

As per the Census of 2011, an effective literacy rate for persons 74.4 per cent, for men it was 82.14 per cent whereas for women it was 65.46 per cent. Thus three-fourths of the population aged 7 years and above were literate in the country. The decadal increase in number of literates among male was of 31.98 per cent while the corresponding increase in case of females was of 49.10 per cent. Four out of every five males and two out of every three females in the country are literate. The country has continued its march in improving literacy rate by recording a jump of 9.21 percent during 2001-2011. The increase in literacy rates in males and females are in the order of 6.88 and 11.79 percent respectively. An extremely positive development in the present decade is that the gap of 21.59 percent recorded between male and female literacy rates in 2001 has reduced to 16.68 percent in 2011 (Census 2011, (2011)).

Table 2.07
Rural-Urban Literacy Rate in India (1951-2011)

<table>
<thead>
<tr>
<th>Year</th>
<th>Litearcy Rate (%)</th>
<th>Rural</th>
<th></th>
<th>Urban</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>1951</td>
<td></td>
<td>19.02</td>
<td>4.87</td>
<td>12.10</td>
<td>45.06</td>
</tr>
<tr>
<td>1961*</td>
<td></td>
<td>34.30</td>
<td>10.10</td>
<td>22.50</td>
<td>66.00</td>
</tr>
<tr>
<td>1971*</td>
<td></td>
<td>48.60</td>
<td>15.50</td>
<td>27.90</td>
<td>69.80</td>
</tr>
<tr>
<td>1981**</td>
<td></td>
<td>49.60</td>
<td>21.70</td>
<td>36.00</td>
<td>76.70</td>
</tr>
<tr>
<td>1991</td>
<td></td>
<td>57.87</td>
<td>30.62</td>
<td>44.69</td>
<td>81.09</td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td>70.70</td>
<td>46.13</td>
<td>58.74</td>
<td>86.27</td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td>77.15</td>
<td>57.93</td>
<td>67.77</td>
<td>88.76</td>
</tr>
</tbody>
</table>

Source: Motkuri, 2013
* 1961 and 1971 census relates to population aged 5 years and above
**1981 onwards, literacy rates for population aged 7 years and above
As given in Table-2.07, the Rural-urban Literacy rate in India showed a big gap. As per the census 2011, the literacy rate in rural areas was 67.77 percent and 84.11 per cent in urban areas with a gender gap of 16.0 per cent. Although the gender gap in rural areas was comparatively higher than that in urban areas. Female literacy rate in rural areas of India all along showed a dismal picture. Despite the steady increase in rural female literacy rate it stood at 57.93 per cent and 79.11 per cent in urban areas during the latest census (Census of India, 2011).

2.8. Literacy Programmes in the Five Year Plans with Focus on Women

First Five Year Plan (1951-56): In the first Five Year Plan of India, the social education programme was implemented with the main elements of literacy and Rs.7.5 crore had been sanctioned. In 1953, Community Development programme had been launched in which two education officers (one male & one female) for each block had been appointed. The main work of these officers was to run the literacy movement, to establish library, to organize education exhibition and to arrange cultural and entertainment programme in rural areas. During this plan period 55000 youth symposiums and Gramin Radio Forum had been organized and 116 Community Centres and 5 Social Education Organizer Training Centres had been opened in the different parts of India (Kesherwani, 2014).

Second Five Year Plan (1956-61): During this plan, Gram Shikshan Mohim was started in 1959 in Satara district of Maharashtra to impart basic literacy (Pal, 2013). In addition, Mass literacy, especially among women was started in the 1960s. Therefore, the literacy rate in India increased only from 18.37 percent in 1951 to 24.02 percent in 1961. In this five year plan Rs.10 crore had been sanctioned for social education. For the development of social education in this plan following objectives had been prescribed:

- Modification in the system of social education.
- Expansion the classes of social education at different levels.
- Training of organiser and worker of social education.
- Inauguration of Literacy and social education centers by the State Government.
- Publication of Adult Literature.
- Arrangement of Audio-visual aids.
- Establishment of Janata Colleges (Kesherwani, 2014).

**Third Five Year Plan (1961-66):** Almost, Rs.12 crore had been sanctioned for the development of social education in this five year plan. During this period, Delhi University started correspondence courses for the expansion of social education in 1962. Besides this, Adult Education Departments had been established in Pune, Mysore and Rajasthan University. During this plan, the new concept of “Functional Literacy” instead of Literacy was used (Kesherwani, 2014).

**Fourth Five Year Plan (1969-74):** Adult education, centering largely on functional literacy was conceived in two stages. The first stage was to be in the form of a mass movement, largely dependent on mobilisation of local resources, both personnel and financial. The second stage was to include a regular and systematic education of those who are identified at the first stage as being capable with suitable follow-up. A State Board of Adult education was set up to coordinate these different programmes (Matheswaran and Daphne, 2011).

“Committee on the status of women in India” was set up in 1971. It was the first attempt for the betterment of women. The conspicuous efforts in the direction of gender equality began in the year 1974 with the formation of women’s committee to study the status of women in India (Naqui, 2008). In this five year plan, Rs.64 crore had been sanctioned for social education and some special efforts were started to eradicate illiteracy. These efforts were as follows:

- Expansion of adult and social education for increasing production in the factory and firms.
- Correlate the Adult Education with the common life and work for the development of villages.
- Establishment of libraries in rural areas.
- Orchestration of Adult Education and Continuing Education.
- Translation of books of different languages for newly literate people with the help of UNESCO.
- Establishment of National Adult Education Council (Kesherwani, 2014).

**Fifth Five Year Plan (1974-79):** In this five year plan, the amount for social and adult education has been reduced to 35 crore. Adult education was being correlated to agriculture, health, primary education, family planning. It was also insured to correlate the adult education to the work or livelihood of adults (Kesherwani, 2014).

Functional Literacy for Adult Women (FLAW) was started in 1975-76 with the aim to enable illiterate adult women (15-35 years) to functional skills along with literacy. Rural Functional Literacy Project (RFLP) was initiated in 1978. It is the centrally sponsored scheme for rural areas. National Adult Education Programme (NAEP) was launched on 2nd October 1978. It was a massive programme which aimed at educating 100 million non-literate adults in the age group of 15-35 years (Singh and Gupta, 2013).

United Nations declared 1975 as the International Women Year. Women’s empowerment has been a major concern for the world community particularly during the last quarter of the twentieth century (1975-to date). The United Nations declared 1975-85 and 1985-95 as the two decades for women’s development, equality and empowerment (Suguna, 2009).

**Sixth Five Year Plan (1980-85):** In this five year plan, a huge amount of 200 crore was sanctioned for adult education (Kesherwani, 2014). This is regarded as a landmark in women’s development (Singh and Gupta, 2013). It was for the first time the Planning Commission included a separate chapter on “Women and Development” and adopted a multidisciplinary approach with a three-pronged thrust on health, education and employment of women (Pal, 2013).
S**Seventh Five Year Plan (1985-90):** In this five year plan, the government sanctioned Rs. 300/- crore for adult and social education. In this plan, emphasis was given to continuing education and adult illiteracy eradication. During this plan, The National Literacy Mission (NLM) was set up in 1988 with an initial target to make 80 million persons literate by 1995 (Keshwerani, 2014). Total Literacy Campaign was launched in 1990 (Singh and Gupta, 2013).

“Beneficiary-oriented programmes” were introduced to the benefit of women. This plan worked with the objective to raise the socio-economic status of women to bring them into the mainstream of national development (Singh and Gupta, 2013). Mahila Samakhya, that focused on women’s empowerment through education was started as a pilot project in 1987.

**Eighth Five Year Plan (1992-97):** In Eighth five year plan, Rs.1847/- crore was sanctioned for social education in which it was insured that Rs. 1400 crore by Central Government and Rs.447/- crore by state Governments was to be disbursed. The Main objective of this five year plan regarding social and adult education were as follows:

- To create the literacy favourable environment with the help of new and satisfactory methods and techniques such as Doordarshan, Radio, News paper, Nikkad-Natak etc.
- Stimulate publishers and press to publish chart, poster on Literacy.
- State Resource Centers was straightened out at State level.
- Values like Secularism, National Integrity, Environmental protection, importance of small family have been placed in the content of adult education (Kesherwani, 2014).

The National policy on education (NPE 1986 as revised in 1992) was a landmark in the field of women’s education; it recognized the need to redress traditional gender imbalances in educational access and achievement. The program of action (POA-1992) under the NPE states that education can be an effective tool...
for women’s empowerment (Rizwana, 2009). A country report was submitted to the Fourth International Women’s Conference in Beijing in 1995 and the draft of the National Policy for the Empowerment of Women (Women’s Development Policy) was prepared in 1996. Legal literacy manuals were published by the government in 1992 to enable semi-literate and neo-literate women in rural areas to understand laws relating to women and children (Prasad, 2006).

**Ninth Five Year Plan (1997-2002):** Like other five year plans, in this plan also, a huge amount of Rs. 630/- crore was insured to expand on social education (Kesherwani, 2014). The National Literacy Mission (NLM) programme was revamped in 1999 to remove some lacuna. The NLM had covered 96.64 million persons under various adult literacy schemes upto December 2001. Out of 593 districts in the country, 160 districts were covered under TLC, 264 under PLC (including 30 under the Rural Functional Literacy Programme) and 152 under the Continuing Education Programme. NLM was then engaged in the task of imparting functional literacy to persons in the 15-35 age groups and had set a medium-term goal for itself to achieve a sustainable threshold literacy level of 75 per cent by 2005.

This plan laid importance on “empowerment of women”. This plan also stressed the importance on “Gender Development Index” to monitor the impact and implementation in raising the status of women from time to time. The Women’s Component Plan (WCP) has been adopted both at the centre and state which refers to not less than 30 per cent of funds/benefits flow to women from all the general development sector (Pal, 2013).

**Tenth Five Year Plan (2002-07):** The Tenth five year plan proposed a target that could be monitored on improving literacy (Prasad, 2006). In this five year plan, Rs.3000/- crore was sanctioned to primary education and literacy development. During 2004-2005 Rs.1250/- crore was given for adult education. During this five year plan, Literacy plan of National Literary Mission was implemented in all districts of India (Kesherwani, 2014). Akshara Bharathi programme was operated in 2nd October 2004 in Andhra Pradesh. The Approach
was to continue with the major strategy of ‘Empowering women’ as Agents of social change and development. United Nations Literacy Decade (2003-2012) began in the same period.

**Eleventh Five Year Plan (2007-12):** In this five year plan, a special programme named “Saakshar Bharat” or people’s programme was launched on 8th September 2009. The 11th plan target was to achieve 80 per cent literacy rate, reduce gender gap in literacy to 10 per cent, reduce regional, social, and gender disparities, extend coverage of NLM programmes to 35+ age group and also special focus on SCs, STs, minorities, and rural women. Additionally, focus was also on low literacy States, tribal areas, other disadvantaged groups and adolescents (Kesherwani, 2014). During this period (2007-2012) measures for gender empowerment and equity were taken up. United Nations Literacy decade (UNLD) (2003-2012) came to an end during this period (Singh and Gupta, 2013).

**Twelfth Five Year Plan (2012-17):** During this plan Saakshar Bharat programme would be revamped and aligned to the new paradigm of lifelong learning (Kesherwani, 2014). The President of India expressed the government’s willingness to reduce the gender gap from 16 per cent to 10 per cent as a way to achieve the country’s target of 80 per cent literacy by the end of this plan period (Pal, 2013).

2.9. Factors Affecting Learners Participation in Literacy Programme in Other Countries

**General Factors**

Olojede (2012) identified the following as factors that affect the learners’ willingness to participate in literacy activities:

- Individual, family, or home-related problems
- Cost concerns - Questionable worth, relevance, or quality of available educational opportunities
- Negative perceptions of the value of education in general
- Lack of motivation or indifference toward learning
- Lack of self-confidence in one's learning abilities
- A general tendency toward non-affiliation (Abideen and Oladiran, 2013).

**Factors Related to Fund**

Adult literacy program has always been critiqued for its failure with a set of reasons such as lack of political will, funds allocation (hardly 1% of education budget), absence of coordination and organisational structure, centralized monitoring and evaluation mechanism, and above all lack of commitment (Rehman, 2008).

Concerning the effectiveness and functioning of literacy programmes, it can be said that although women register in big numbers at the beginning of the programme, they dropout before they complete the programme. This is because some educators lack the method of teaching adults because the capacity building workshops are inadequate and lacking follow-up. Late payment of stipends and vandalism by community members had a negative impact on the reduction of illiteracy. Poor facilitation demotivates attendance and more illiterates leave rather than join the programme. The fixed times for attendance also adds to the high turnover by women learners. However, results show that women find the literacy programmes effective because they are coupled with skills training. Above all, literacy programmes are nevertheless effective in empowering rural women, although gaps remain (Shilubane, 2007).

**Factors Related to Motivation**

An individual sense of confidence can lead to incipient manifestations of social engagement and political behaviour. Given that lack of political will is a constant problem hindering implementation of sustained literacy programs, it is clear that psychological empowerment should serve to create new political actors who then will be able to express the political will needed for successful literacy
program design and execution. Simply put, psychological empowerment is a major ingredient of social capita (Stromquist, 2009).

UNESCO Institute of Lifelong learning (2013) observed that some key success factors in the Raising her Voice Programme in Nepal;

- Speaking and listening skills were seen as vital aspects of literacy learning and vehicles towards empowerment;

- The Reflect circles offered open but secure environments for women to raise issues and share concerns, and begin to articulate new and different possibilities;

- Including men at different stages and at different levels of influence helped to raise awareness and understanding of the difficulties women faced, contributing to changing attitudes.

The evaluation of Women and Literacy in post-conflict Sierra Leone revealed that the use of funding for the circle, the provision of teaching materials, co-operation by the radio stations and facilitator training and support were contributory success factors (UNESCO Institute of Lifelong learning, 2013).

Abolade (2012) concluded that the age plays important role in determining females’ participation in literacy programme as younger women of 20 years to 39 years outnumber the older ones of 40 years to 60 years and above. Traders outnumber other groups in literacy class; this could be because they want to be better at their trade, improve their economy, productivity and greater efficiency in their work. Also, married women outnumber the single, divorced and separated women. Christians and Muslims out number other participants of different faith in literacy programme, this could stem out of the need to be better in their religious activities which also entail reading. Socio-economic status is the major determinant of females’ participation in literacy programme.
2.10. Factors Affecting the Learners Participation in Literacy Programme in India

General Factors

A wide variety of factors inhibit literacy from taking its hold on people of India. Experience has shown that geographical, linguistic and economic factors have been and still play an important role in the promotion of literacy efforts. While planning and implementing literacy programs, these facts need to be kept in mind.

Geographical factors: The major factor contributing to the growth of illiteracy is that there are many remote areas of the country which are inaccessible. The per cent of literacy is the lowest in Arunachal Pradesh and in hilly areas of the country mainly for the reason that the area is isolated due to physical and natural factors including deserts, droughts and floods. Providing educational facilities for a widely scattered and isolated population is a very difficult problem. Lack of transport combined with inadequate communication poses problems in the organization of literacy classes. In such areas, the availability of teachers, supervisors, teaching/learning materials and follow up facilities cannot be maintained at desirable levels.

Linguistic factors: India has many languages along with many scripts, ethnic groups and cultures, so the problem of imparting literacy becomes very complex. There are 15 scheduled languages according to the Constitution of Independent India. Each of scheduled languages has dialects varying from 10-97, thus implementing one model plan all over the country does not serve the purpose. There is a need for customized education plan for each region.

Economic factors: Agriculture and handicrafts were the two main pillars of the country's economy at the time of independence. About 80 per cent of the country's population was engaged in agriculture and it was responsible for 80 per cent of the national income. Even today, the majority of population is engaged either in agriculture or is involved with a cottage industry. Several factors such as
pressure on land uncertainty of rainfall, floods, poor variety of plants, reduction of fertility in the soil, lack of transportation facilities, poor credit facilities etc. keeps the farming communities and most artisans constantly laboring in order to feed their families. The farmers and artisans thus have no time or energy left to devote to education. It is for the same reason that the young of the family is directed towards the fields instead of the school (Uppal, 1996).

Ruchibakhai (2014) lists some of the main difficulties and problems faced in adult education as isolation of adult education in education, accommodating difficulties, age structure of the adults, the family circumstances and background of learners, occupational grouping, cultural background, socio-economic background, geographical location of the social education centre, level of the social education worker teacher, lack of proper knowledge of adult psychology, paucity of leisure, lack of equipment, lack of motivation, fatigue of adults and their constitutional and temperamental lethargy, lack of proper publicity, hostility from certain vested interests, poor supervision of centers and half-hearted implementation.

Jyothi (2014) is of the view that of Gender based inequality, the negative attitude of parents, occupation of girl child in domestic chores, low enrolment of girls in schools, low retention rate and high dropout rate, the accessibility to schools and region-based and state-based disparity were the causes for low literacy among women.

Kharmawphlang (2013) stressed that the low enrolment and high dropout rates of literacy learners in Garo, Khasi and Jaintia women of Meghalaya might be due to several factors some of which may be identified as under: Social factors contributing to teenage pregnancy, poor health services and economic factors such as low family income through household works to support family. Educational factors such as inadequate educational infrastructure, poor quality teaching and the likes.

According to Chakraborty (2013) religion, ethics, race, caste etc. are the important factors influencing literacy rate. In a country like India, where people of
various faiths, religions, tradition, customs, cultures, castes etc. these factors can never be avoided. In addition to this Customs and traditions along with family norms are some important factors lowering down the female illiteracy.

There were some challenges for women learners to attend the literacy programs regularly. Niraula (2011) stated that dropout and irregularities were the major challenges during the implementation of Women’s Literacy Program and National Literacy Campaign. She explored the factors that hindered women learners’ regular participation in the literacy programs. There are family related factors (Economic challenges, Gendered division of labour), Participant related factors (Sense of being humiliated, Unwillingness to participate, Poor health conditions), Program related factors (Short duration and problems of authority, Lack of structural facilities), and Community related factors (Migration).

Behal (2011) have pointed out the Root Causes for Low Literacy among Women in India were the lower enrolment, higher drop-out rate among girls from schools, Girl child as second mother, Bonded labour system, Caste system as a barrier, Dowry as cordon, Child labour practice, Poor school environment for girls, Female age at marriage, Poverty as a barrier, Ineffective law enforcing machinery, Demographic factors, Inferiority, subservience and domesticity and also the Poor political will and conviction.

Sharmila and Dhas (2010) based on Multiple Linear Regression (MLR) model has drawn inferences about the possible determinants of women’s education. The model showed that rural poverty has exerted a positive influence on women’s education and the coefficient is statistically significant. It was observed that rural poverty acts as a push factor for women’s education rather than as an obstacle to women education. The significant influence of urbanization on women’s education implies that urbanization has been playing a beneficial role in the attainment of women’s education in India. At the same time, the drop-out rate has a negative effect on women’s education.
Rani (2010) has identified the factors responsible for low female literacy rate in India. They were gender based inequality, social discrimination and economic exploitation, occupation of girl child in domestic chores, low enrolment of girls in schools, low retention rate and high dropout rate, deprived of access to information and alienated from decision-making processes, absence of female teachers in schools, schools established in far away places etc.

Chinnan (2005) states some major reasons for low literacy rate among women which include: early marriage and dowry, reluctance to send girls out of the house after puberty, high intensity of poverty and parent’s inability to bear educational expenses, lack of access to schools, shortage of women teachers, lack of infrastructure facilities which lead to low enrolment and large dropouts, need for girls to help in the farms or family occupation or household chores or responsibility of looking after younger siblings.

Rani and Suguna (2004) identified poverty, social practices in the society like dowry, lack of access to schools, poor infrastructural facilities such as drinking water, toilets, proper school building which leads to low enrolment and large dropouts as the causes of low literacy in the state of Andhra Pradesh. They also cite certain specific reasons for low rate of literacy among females in the state of Andhra Pradesh. The reasons were heavy work load, social and political constraints, domestic responsibilities, discriminating attitude of parents, culture of invisibility, demotivation, family resistance, problem of finding female instructors, non-availability of educational facilities/schools in nearby localities, early marriages of girls, poor health conditions, lack of follow-up programmes, poor infrastructural facilities, the irrelevancy of subjects taught, preference for employment rather than schooling for girls, high intensity of poverty, agriculture as main occupation, ignorance, parent’s inability to bear educational expenses, seeking the help of girl children for attending domestic duties or to help parents and taking care of small siblings.

Goyal (1988) in his study identified some factors, which are responsible for irregular attendance and dropping out of learners from adult education centres.
They included personal factors such as fatigue after day’s hard work, busy in household work, stay at home to look after the family, lack of interest and shyness due to old age, fear of success, hindrance from domestic work, lack of learning materials, instructors inability to make the centres interesting and so forth (Cited in Elias, 2003).

Rao (1987) listed the factors related to Adult Literacy and Adult Learning aspect includes probing into the various socioeconomic (costs, family structure, first generation learning, family size, economic position, occupation, religion, residential accommodation, etc.), psychological (cognitive abilities, reading interest, achievement motivation, attitude towards the programme, adjustment, self-esteem, level of aspiration, personality, etc.), and institutional/environmental (instructors, their sex and training, teaching experience and age, place of teaching, seating facility, teaching aids, incentive schemes, curriculum and contents, community participation etc.).

Factors Related to Cooperation by Officials

Gustafsson (2004) listed the important factors that had made the Adivasi Oriya-Telugu Adult Literacy Project a success: Primary attention was given to the individual learner, Time management— all materials must be in the hands of the learners, when needed, and timely starting of meetings. Organizers and supervisors were from the same cultural and language background as the learners. Monitoring the Literacy progress of each individual Close cooperative work between the supervisor, organizer, and learners was encouraged. Meaningful certificates that open opportunities for employment and advancement were given. Literature was produced (e.g., a monthly newsletter and pamphlets) and local libraries were encouraged.

The role of functioning of the village level committees in the literacy programme’s success is highlighted by Harikumar (2004). Volunteers, Block Development Officer and Mid day Meal Organisers who were members of the village level committees played a significant role in identification of literates.
Kumaragurudasen (2004) in his study concluded that the socio-economic factors such as place, occupation, marital status, annual income, level of literacy and period of literacy learning were not the influencing factors for retention of literacy learning.

Elias (2003) reported that the success of National Adult Education Programme was due to creation of total cooperation among the co-workers, developing and strengthening the group feeling, giving preference to female literacy workers, importance to training and removing all physical and mental constraints. Flexibility and good communication were the other two important factors, which made National Adult Education programme successful.

The assumption of the literacy planners was one the factors identified by Elias (2003). The literacy planners had wrongly assumed that the volunteers were ready to teach for 200 hours in one year. But the reality is that voluntarism was reduced. Yet another assumption was that the adult illiterates had enough stamina and will power, and had enough leisure time to attend the centre continuously for one year. But in reality they had problems and hurdles. The adult illiterates knew for certain that their income would not increase as soon as they acquire literacy skills. The literacy planners had also assumed that adult illiterates would be always ready to learn from another person. But adult illiterates feel that this affects their self-image and ego. It affects their self-respect. Only through new approaches this attitude can be changed.

In the views of Ramakrishnan (2003), the success of adult education programme was largely due to functionaries of the programmes-instructors and preraks (field functionaries); supervisors, block programme co-ordinators, nodal continuing education workers (supervisory functionaries); and project (programme) officers, co-ordinators and directors (administrative functionaries). The programme would be successful, if the functionaries did not participate mentally and physically with active zeal and enthusiasm. Sustained effort without materialistic assumption, service oriented commitment towards their functioning, accepting the ground realities of the programme on the part of adult education
functionaries were major causes towards the success of the programmes. He added that the performance of the functionaries in adult education programmes is affected by the socio-psychological variables like age, sex, residential area, educational qualification, community, religion, training received, experience in adult education, special talents, and other related areas; administrative behaviour, communication behaviour, job satisfaction, functionary perception of learner motivation, personality traits etc.

Venkataramana (2002) has brought out the views of community leaders about positive factors of the success of Total Literacy Campaign in Kolar district in Karnataka. Majority (51.5 percent) of them opined that “cooperation of the villagers” was the major positive factor that helped in making the TLC programme a success. About 29 per cent said that “active involvement of instructors” was also a positive factor that helped the TLC. Similarly while discussing the negative factors, 55 per cent of the community leaders said that no proper encouragement by village leaders was one of the barriers in the success of TLC. Non-commitment of officials to the programme was another negative factor which came in the way of TLC for another 20 per cent of the community leaders.

Factors Related to Motivation

Special efforts to motivate the adult learners like Street Corner Meetings, Book Collection Campaign, Book reading Movement, Street Play, Rally, Door to Door Visit, Sticker Campaign, Village Education Committee (VEC) Members Motivating the Community, Posters, Wall Writings, Involving School Going Children, Exhibitions, Observance of Important Days, etc were helpful in the success of literacy programmes (Devaraj, 2003).

2.11. Factors Contributing to Effective Literacy Programmes

Warigia (2014) investigated factors that influence the implementation of Adult literacy programmes in Nyeri Central District Nyeri County. The study adopted descriptive survey method and purposive sampling was used. The study was carried out in 31 Adult Education centers in Nyeri Central District. There were
767 learners and 17 facilitators in the district, 313 of who were men and 454 women. The adult literacy programmes had a higher number of female (83 per cent) participants compared to male (17 per cent). Most of the learners (85.7 per cent) were below the age of 50 years and possibly valued adult learning since their early childhood education had been disrupted. The time allocated for learning was cited to be adequate by 75.5 per cent of the respondents. The findings showed that demonstration as a teaching method was the preferred mode of delivery by a majority of the facilitators (48 per cent). According to 87.5 per cent of the respondents, group discussions was the best method for adult learning. The study found that most of the adult literacy programmes did not have basic education resources required by adult learners. The findings showed that the implementation of Adult Literacy Programmes would be eased through the use of qualified and experienced adult education facilitators, provision of teaching/learning resources for adult education and proper use of suitable teaching methods by the facilitators. Adequate time for study and conducive learning environment is also important.

Abideen and Oladiran (2013) made the study to examine the influence of demographic factors on access to basic literacy education as an indicator for participation for life-improvement skills of rural adult learners in Oyo and Ondo states. Survey research design of ex-post facto type was adopted and 1,310 adult learners (Oyo: 579, Ondo: 731) were selected through stratified and simple random sampling techniques. The Focus Group Discussion also showed that the beneficiaries were willing to participate more if the outcome would improve their economic life. The study pointed out the need for improved funding of adult basic literacy, increase in post literacy activities for sustainability of acquired skills and improvement of curriculum that meets the basic life needs of learners.

The study revealed that 485 participants (37%) who had never been to school before and about 812( 62%) who had attended but not completed the education and as such have not attained permanent level of literacy. The implications include the fact that facilitators will have to address learners’ needs based on their level of literacy attained. Another implication is that those above 45 years are the majority of the respondents who valued education and developed the
interest as the second chance opportunity. The study concluded and recommended that various factors such as age of the learners, socio-economic activities, occupation, as well as previous educational background are among others that affect the willingness and outright participation in adult literacy programmes (Abideen and Oladiran, 2013).

Saah and Mensah’s (2013) study captured the internal and external factors and their significance in influencing urbanite learners’ participation in active classes, with high attendance and involvement. The samples of 116 functional literacy learners were selected from six learning centres of Nima and Accra New Town, at East Ayawaso Sub-District, Accra. The study concluded that applications of internal factors of Urbanite Woman Learner Participation in mass literacy programme did enhance community based learning and outreach of University of Ghana system.

Abolade (2012) made a study titled “Contribution of Some Identified Variables to Females’ Participation in Literacy Programme in Southwestern Nigeria”. The main objective of the study was to determine the variables that were responsible for women’s participation in literacy programme. Women in the Southwest Nigeria were the target population, four out of six states in Southwestern Nigeria were selected for the study and 2,400 females in basic literacy class were selected out of 6,535 learners through a simple random sampling procedure. Data were collected using “Literacy Assessment Scale (LAS)”. It was concluded that some factors would motivate females to participate in literacy programmes, it was therefore recommended that these identified variables (age, marital status, occupation, number of children per family, cultural demands, socio-economic status and locality) should be taken into consideration by planners and other stake holders when planning literacy programmes for females in any given community so that the target population might be able to participate maximally in the programmes to enhance the much needed development for the females and the community.
Hossain (2011) mainly dealt with the obstacles of women empowerment of Puthia Upazila under the district of Rajshahi in Rural Bangaladesh. Social survey method was adopted. The data collected from 250 women respondents (150 illiterate and 150 literate) through the open and closed ended questionnaires. Family restriction, Socio-religious restriction and Socio-economic condition of the women were the obstacles of women empowerment. Shortage of women and educational institutions, family restriction, religious legislations, early marriage, illiterate guardians were also the obstacles.

2.12. Literacy Models

2.12.1. Literacy Models in the World

Commonwealth of Learning Literacy (COLLIT) Project: Commonwealth of Learning (COL) received support from British Department of International Development (DFID) to undertake a pilot project in India and Zambia to explore ways by which literacy programmes might be enhanced through the use of appropriate technologies. The three year (1999-2002) pilot project which began in July 1999 was implemented through the ‘technology-based community learning centre’ model. The concept of a community-based learning centre, where various types of ICT equipment could be facilitated and where locally relevant learning materials could be developed, was a central ingredient in the COLLIT project. The impact of the project was most visible on the people involved in operating the learning centers, most of whom had no prior exposure to computers and other ICTs. By the end of the project, the facilitators and staff at the learning centre, in both countries, emerged as well-respected ICT-trained literacy instructors with experience in using the equipment to develop locally relevant instructional materials. The COLLIT project also demonstrated that given the opportunity, learners are quite capable of using ICTs in ways that not only help them achieve educational goals, but that are also remarkably motivating and applicable to other facet of their lives (http://www.col.org/progserv/livelihoods/pages/COLLIT.aspx).
**Literacy Lessons via Television:** An early initiative by the Pakistan Television Corporation, the “Adult Functional Literacy Programme”, an Education Television (ETV) project, used television in combination with literacy primer books to provide literacy lessons to adult students. Lessons taught learners to read and write simple sentences relating to their daily life and work.

The use of audio-visual techniques illustrated how letters and words are formed and reinforced learning of the elements taught. For example, animated writing on the television screen was used to show how to create the letters of the alphabet (in the “Nastaliq” form of the Arabic script), and simulations of syllable creation demonstrated how to form words.

The half-hour literacy lessons were telecast twice a day, six days per week, so as to reach people at a time that was convenient to them. The lessons were based around subjects of interest to the target audience, including health and nutrition, financial management and child care.

The success of the project was a consequence of two years of careful planning, as well as sound pedagogical principles. Content was designed to meet the needs and interests of the targeted learners, so as to ensure learner interest and motivation. The project was developed in collaboration with the Adult Basic Education Society (ABES) and was implemented with the support of a range of agencies and non-governmental organizations.

**Gobi Radio Literacy Programme:** This UNESCO project used radio, in combination with printed booklets, to deliver literacy education and other educational programmes to nomadic women in the Gobi Desert of Mongolia. The target group was 15,000 nomadic women in the six Gobi provinces. These women were provided with radios, batteries, and printed learning materials.

The project, which was initiated in the early 1990s, involved broadcasting regular radio programmes on a range of subjects, including literacy lessons (titled “Shortcut” programmes) and health and income generating skills (titled “Sunrise” programmes). While viewing their printed booklets, the women listened to the
radio and participated in learning activities. The project also trained teachers who, after being trained, would each visit 15 learners from time to time to monitor their progress and address any issues.

The use of radio and television in literacy education is limited in that these technologies give learners few options in terms of when and how they will learn. Radio and television programmes are usually broadcast at fixed times, which may not be convenient for everyone, and they do not allow learners to stop and start the lesson, so learners cannot learn at their own pace.

By providing literacy course content in a form that can be accessed by learners at a time that is suitable for them and at a speed that can be controlled, audio cassettes, videos, video-compact-discs (VCDs), digital video discs (DVDs), and compact discs (CD-ROMs) can help overcome the issues of lesson times and convenience. Furthermore, because these forms of ICT can be utilized in a learner’s own home, this can overcome social and cultural constraints that many learners may face in terms of attending literacy classes.

2.12.2. Literacy Models in India

Khilti Kaliyan: This 24-part TV serial aimed at women in the age group of 15-35 years was made with the intention of encouraging them to recognize the need for literacy and the changes that literacy would initiate in their lives. The serial was based on an experimental literacy primer by the same name. It was developed for women learners and dealt with themes and issues pertaining to the lives of rural women. In the course of its effort to complement the primer, the TV serial established a link with the real problems of social, economic and political deprivation and oppression faced by women. Thus, the narrative of Khilti Kaliyan forced the audience to consider the position of women in society and the reasons for their unequal status. Although made with the two main objectives of attracting women learners to adult education centres and enriching the learning process, Khilti Kaliyan went beyond that in its potential ‘as radical new effort to draw
women into the mainstream by transforming education into a real tool of development and change. (http://cemca.org/disted/patel-Ila-0260.pdf).

Project in Radio Education for Adult Literacy (PREAL) was launched in 1990 as a collaborative project between the NLM and the All India Radio (AIR). It was partly funded by the UNICEF. PREAL was operational in 16 selected districts of Bihar, Uttar Pradesh, Madhya Pradesh and Rajasthan. Weekly programmes under the title Nai Pahal was broadcast from eight AIR (All India Radio) stations that covered these districts. The objective of PREAL was to study the effectiveness of using radio lessons to enrich the learning experience of women learners in adult education centres (AECs) and thereby sustaining their interest in attaining the classes regularly and achieving the prescribed literacy norms. Particular emphasis was laid on reinforcement of reading ability through a planned and systematically graded reading drill that was inducted into every lesson that was broadcast. The instructional content was in standard Hindi but the spoken dialect of the particular region was also used to enrich programme content, vocabulary and cultural specificity. In tribal districts, however, literacy was initiated in the local tribal language and vocabulary and then gradually built up to standard Hindi. Five hundred AECs in non-tribal districts and 300 AECs in tribal districts were identified for each AIR station, making a total of 3,800 AECs. PREAL encountered several problems.

The AECs did not function regularly. Sometimes, the literacy instructor was not present and at other times, the learners were not their or the two-in-one sets had problems or the batteries were weak. The organization and management of listening sessions at the AEC were also poor and therefore exposure to PREAL broadcasts was not regular. Consequently, the effectiveness of PREAL in terms of reinforcing reading ability was limited. In conclusion, it can be said that the management of PREAL was weak in comparison to the magnitude and complexity of the project. The decision-makers in the government, both at the centre and at the state levels, did not fully appreciate the scale of significance of the project (http://d6.comminit.com/en/node).
**Chauraha-an instructional TV serial:** Chauraha was initiated in 1992 and it was an ambitious project of the National Literacy Mission for poor and illiterate women in Delhi slums and villages around Delhi. This TV serial attempted to teach reading and writing the Devanagari (Hindi) script. It was based on the belief that the instruction through a powerful audiovisual medium like television would quicken the pace of learning and adults could be made literate in a shorter span of time. Chauraha was a set of 40 film episodes of 15 minutes duration that, for the first time in India, used sophisticated computer animation techniques to teach Hindi writing within overall framework of a narrative storyline. The technique to teach was to show an easily identifiable image from daily life (or a graphic representation) and then superimpose a letter that could be associated with it.

The storyline of Chauraha followed the pattern of a TV serial filled with emotional content as the main characters went through their travails in life. Its theme was woven around the value of education. Chauraha combined direct instruction with awareness on various development issues and did so in an entertaining and enjoyable manner. The lesson from the Chauraha experience was that planning and developing good quality materials were not sufficient for cost-effective application of communication technology using a sophisticated medium like television. Preparing the ground, ensuring availability of the hard ware, sustaining learner motivation, providing supplementary print materials, training the instructors to use the materials and designing other learning activities had to be an integral part of the planning process (Dighe, 2010).

**Tata Computer-based Functional Literacy programme:** Launched in 2000 in the Beeramguda village in Medak district of Andhra Pradesh, this ground-breaking projects to combat illiteracy with a new approach to learning using multimedia and flashcards to fortify the learning experience. The Computer- Based Functional Literacy (CBFL) method, primarily focused on reading, is designed to provide a basic 300-500 word vocabulary to adults over the course of 40 hours about a third of the time of traditional training, and essentially based on the theories of cognition, language and communication. A typical class has between 15 to 20 adults and is held in the evening hours. CBFL curriculum provides flexibility
to adjust to the varied schedules of working adults with families, and does not require trained teachers.

Today the CBFL projects is operational in more than 1000 centres in Andhra Pradesh, Tamil Nadu, Madhya Pradesh, Maharashtra, Uttar Pradesh and west Bengal and has helped more than 50,000 adults learn the most basic reading skills. More centres are in the process of being set up. CBFL has been field tested in five of India’s 18 languages with the help of government and NGOs in various locations throughout India. Tata claims that if implemented properly, the project can make 90 percent of India literate in three to five years, thereby transforming the third world work force.

**Bridges to the Future Initiative (BFI):** BFI is a state level model that has been operating in Andhra Pradesh since 2003. The main target are the tens of millions of disadvantaged youth (ages 9-20 years) who are at risk of never getting a good job, performing poorly in trades that are education-dependent (especially those that change with the knowledge economy), and suffering a variety of health consequences due to poor education and income. Many of these youth (especially girls and young women) have had some schooling, but often too poor quality for these individuals to achieve a functional literacy ability. The BFI model is designed to take advantage of already-existing ICT infrastructure, largely in secondary schools, and create content to which such out-of-school youth have access. The instructional model builds on the oral competence of the learners in their mother-tongue, Telugu, the majority language in the state. As part of the BFI, a major impact assessment—a longitudinal study—has been undertaken to follow BFI out-of—school youth, and other youth in control groups, to measure skills and knowledge acquisition. Up to march 2005, over 200 youth (age 10-20 years, about 60% girls) participated in the BFI programme.

Results indicate that the participating youth are learning literacy skills at an accelerated pace and show greatly enhanced motivation and retention. Further, results suggest that those youth with least schooling—especially girls—show the most gain in performance, and many of these have left the BFI programme to return to
complete their primary schooling. The BFI in India (along with a companion project in South Africa) was designed to demonstrate that cost-effective solutions can and should be developed for the most challenging situations.

**TARA Akshar Plus: Educating rural women:** TARA Akshar+ was developed in 2004 by TARAhaat Information and Marketing Services Ltd. - the ICT arm of the non-profit organisation, Development Alternative Group. TARA Akshar Plus (+) is an innovative computer based functional literacy programme that trains rural women to read and write in Hindi, and carry out basic mathematical calculations in just 98 contact hours. This is done through 2 hour classes daily over approximately 49 days. The software uses a mix of (i) advanced memory techniques like memory hooks through animated movies (ii) strong learning reinforcement mechanisms using rapid-fire video gaming concepts (iii) a technique similar to that blended together to achieve pronunciation of whole words.

TARA Akshar uses the ‘Lubach method’ whereby learners are shown a drawing where the letter is in the shape of an object, the word for which begins with that letter. Since its inception and operations about three and a half years ago, it has addressed literacy needs over 57,000 women across 7 of the most severely affected northern states and more than 97% have become literate. It has got support from various national and international agencies. At present the programme is running in Bundelkhand region of Uttar Pradesh and Madhya Pradesh with the support from connect for change, UNDP and in Rajasthan with support from the State Resource Centre, Jaipur ([http://indiagovernance.gov.in/bestpractices.php?id=490](http://indiagovernance.gov.in/bestpractices.php?id=490)).

**2.13. Methods of Imparting Adult Literacy**

The **Traditional Method**: This method is based on grouping of the letters according to similarity of their shapes and also associating them with illustrations or pictures. The picture of an object or a person is shown to the learners and they asked to tell the name or title of the same. Then their attention is
drawn to the sounds in the words that they have pronounced and the letters, representing these sounds are shown to them separately or in combination of other letters forming the word printed below the picture of the object or subject. Such pictures and word printed or written distinctly to be visible to a group of learners are called flash cards which are quite handy and are in a sequence for their convenient use.

**The Alphabetic Method:** In this method letters having similar structure are grouped on each page of the primer for enabling the adults to learn to write the letters with ease. These letters are drilled by them through connected or unconnected words, phrases and sentences. Pictures are there on each page to help learners to recognize the letters and words. Then in the similar method the vowels, signs and conjunct consonants are introduced to the learners, through words, sentences even small paragraphs or stands. The words, sentences and topics used for the purpose are quite simple relevant to the adults life. As such the language is simple and easy.

**The Word Method:** In this method adults are required to learn the alphabet through words, most of which are bisyllabic and pictures are used to reinforce the letters. These words are familiar and the pictures are meaningful. Drilling of these words is done through simple and easy sentences. When a new bisyllabic word is introduced, it is ensured that one of the syllabus become the focal point of attention and instructor tries to help the adult to recognize and learn the word as a whole use of flash cards facilities the introduction and remembering of the new syllable. This method is also called “from known to unknown” due to the fact that words and letters are not introduced abruptly without relating them, to something that is already learnt by the adults.

**The Letter Method:** This is also known as Integrated Literacy Method since its approach is almost /mostly eclectic and synthetic. The letter is introduced as the basic unit and then used in the meaningful words. Different sequences of letters and “matros” are decided according to teaching or learning convenience
teaching of numbers and arithmetic is postponed for sometime, i.e. towards later part of the course.

**Synthetic Method:** In this method, first of all the learners are asked to form words by joining of letters or sounds and making of sentences is taught by joining the words. (Alphabets – words-sentences).

**Analytic Method:** This method is reverse of the synthetic is taught the sentence or phrase first, then the words used in it are taught and after that alphabets are taught. (Sentence – words - Alphabets).

**Discussion Method:** This method is a reliable way to draw the adult learners into interaction with the subject, instructor and other adult learners. Thus, the teacher’s/instructor’s role in discussion as a method of teaching adult learners is to control the questions and not the answers. The discussion method works best if the instructor is flexible in response to the adult learners concern as it affects the teaching learning process. The most common pitfalls in discussion teaching method are all exacerbated by lack of organization and clearly defined goals, overly long disgressions, pointless arguments or no real discussions at all (Ishaq, 2011).

**Constructivism Method:** It is a method to teaching adults which gives adult learners an opportunity to comprehend information by forming meaningful, concrete concept and long lasting understandings of reality through active experience and analytical reflection. Constructivist method of teaching (adult learners) existed since the time of plato who introduced the Socratic method of teaching. Under this method, Plato defined an abstract concept by posing questions and queries in a logical sequence to students who would realize the concept based on their own experience. At the end of this thought provoking dialogue, the students were able to construct new ideas and meaning based on the re-evaluation and analysis of prior knowledge and experience, which in this case is a good attribute of adult learners’ in adult education principles and practice of andragogy (Ishaq, 2011).
**Laubach Method:** Frank Laubach was one of the first adult educator in India. Laubach Methods was the first method used to promote literacy and it was in use as the foundation for the adult literacy method of today. In late 1940s, he discovered the slow progress of literacy programme in India, because of the main reason of not using the common words in everyday language. Thus only the unfamiliar words represented the written text which held no meaning for the adult learner. Therefore Laubach recommended the use of common words and sounds used in the printed word to both motivate the learners and hasten the learning process.

Laubach gave more emphasis to prepare the basic words frequently used by the illiterates and which also expressed the ordinary ideas adequately to them. His method was based on the use of simple phonetics, pictures of the words described, and the written word itself (in the language spoken by the adult). Some characteristics of the adult learning programs based on the Laubach methods were:

- Use of common sounds and phonetics to make the learning material more relevant to the learners.
- Use of pictures to help in associated learning of the sounds and pictures.
- Association of the printed word with the common sound, the picture and its use in everyday life.

Some drawbacks identified by the use of Laubach method in adult literacy programme were,

- The student (adult learner) felt "inferior" to the teacher, who, in most cases was his peer or younger
- Using vocabulary unfamiliar to the adult learner
- Learnt material not put to immediate use
- Formal set up of a classroom too threatening for the adult learner
Each one Teach one Method: This method is based on the concept of individualized instruction. In this method only one person is made literate by an instructor. Who may be a teacher or a volunteer or even a peer. About twenty cards are used for teaching literacy to adults. Familiar topics are used in this process for creating interest and making education meaningful. For example, names of various parts of human body and words related to them are utilized for teaching the alphabet. A set of cards containing the illustrations and concerned words are used by the instructor along with the primer. This method “Each One Teach One” is found effective for the adult learners as they are quite experienced and adequately motivated for learning further.

Each-One-Teach-One programme (EOTO): EOTO programme was launched in 1930s suggested by Dr. Frank Laubach based on the one to one teaching method for the beginners. It was the foundation of any learning process made by the volunteers with the use of printed format of basic material. It was flexible in time and place, feel convenient and build rapport between the student and teacher. The conventional night classes consisted of 20-30 students per teacher. Each One Teach One (EOTO) programme was basically started with the assistance of Universities and colleges as a part of using community resources and support for adult literacy. However, volunteer tutors from any sector of the literate population are welcome to join the program. In September 1982, the university grants commission set up a working group to elaborate on involvement of universities colleges and student community in adult education program.

Laubach suggested that a teacher should make the student feel triumphant for every little progress, have confidence in the teacher to make him literate, and especially feel rested at the end of the lesson. With regard to the teaching techniques for adult learners (specially with no experience of formal schooling) Laubach suggested that the teacher must speak and progress slowly, avoid pointing at the student and gently point at the words in the books. Teachers should avoid hunting for words with their finger, as this might confuse the student. Additionally, the teachers must be prepared and must never stammer.
The University of Bombay and Delhi had undertaken the "Each One Teach One project" through NSS volunteers. This is a normal project of NSS (National Service Scheme) and NSS volunteers complete his/her 60 hours of NSS work in this single project. Every student volunteer has to make only one person literate with the help of 20 cards and one booklet. The volunteer teaches the concerned adult learner three days a week, for 20 weeks, at least. If desired by the student and the tutor the amount of time can be increased.

Each One Teach One programme was a community based program. Usually small communities have one common language and so there is no language barrier. Each-One-Teach-One is like a chain process, once an adult is made literate he/she can undertake the task of educating another one and thus the process of learning can go on. An advantage of Each one teaches one programme is that it allows one to go as slow or as fast as the learner and the teacher student would like so it is not necessary to push the student or hold him/her back.

2.14. Non-Governmental Organisations involved in Literacy Programmes

2.14.1. International Non-Government Organisations

Participatory Research in Asia (PRIA) is an International centre for learning and promotion of citizen participation and democratic governance. Since its inception in 1982, PRIA has embarked on a set of initiatives focusing on empowerment of the poor and excluded. PRIA has consistently worked on issues of citizens' access to rights and entitlements, such as basic services in health, education and water in rural and urban areas; women's literacy and livelihood; forest rights of tribals; prevention of land alienation and displacement; and workers' occupational health and safety. In all its interventions, PRIA emphasises gender mainstreaming institutionally and programmatically. Its perspectives on participatory research generate innovative participatory methodologies.

PRIA's vision of a desirable world is based on values of equity, justice, freedom, peace and solidarity with a philosophy - Knowledge is Power - that takes forward all its actions. PRIA's mission is to work towards the promotion of
policies, institutions and capacities that strengthen citizen’s participation and promote democratic governance. The Mission to promote citizen participation and democratic governance-making democracy work for all was in the strategic plan 2013-17.

**PRIA's Roles:** Building on its perspective that Knowledge is Power, PRIA plays following sets of strategic roles in realizing its mission:

- Support enhancement of knowledge and capacities of citizens to become active.
- Facilitate building of collectives and associations of citizens so that their voice is amplified.
- Enable civil society partnerships and alliances to work towards engaging governance institutions and structures.
- Convene multi-stakeholder dialogues between citizens and governance institutions.
- Promote advocacy of policies, practices and procedures which support citizen participation.

The intensive field programmes of PRIA are currently located in the states of Bihar, Chhattisgarh, Haryana, Jharkhand and Rajasthan. In addition, through its network of partners, these interventions are extended throughout India. PRIA is also involved in programmes in countries like Afghanistan, Indonesia, Bangladesh, Cambodia, Laos, Nepal, Philippines and Sri Lanka. In addition, its global interventions in distance education, capacity building and global advocacy reach out to practitioners, professionals and policy-makers around the world ([http://www.pria.org/about_pria.htm](http://www.pria.org/about_pria.htm)).

**Nepal Association for Continuing Education (NACE)** is a non-profit organisation that aims at the promotion of adult education and development in the country. It was established on the International Literacy Day (8th September) of
1984. And since then, it has been working primarily in collaboration with the Asian and South Pacific Bureau of Adult Education (ASPBAE) and undertaking research activities, evaluation studies, organisation of seminars and workshops and dissemination of information and knowledge concerning different aspects of adult education and continuing education for adults. Its main objectives are to: promote adult literacy and non-formal education for adults; undertake research and action projects aimed at contributing to the cause of continuing education in the country; organise seminars, workshops, etc. in the area of continuing education; and serve as an information and dissemination centre for continuing education (Singh, 2002).

**Swedish International Development Cooperation Agency (SIDA):**
SIDA is one of the few international NGOs that has retained a consistent role Vise-a-vise Adult Education in its cooperation framework, providing technical and financial support within a broad, evolving and holistic vision of education where education is understood both as a human right and a basic need, contributing to and within the framework of democracy, citizenship and social development and contributing to the overriding goal of poverty reduction, gender equality and sustainable development.

SIDA’s support on Adult Education can be seen in its commitment to support the EFA agenda and to ensure lifelong learning, including formal and non-formal education, and literacy education. SIDA also believes that the central issue of development cooperation is to contribute to developing knowledge in the partner countries. It believes that this development cooperation shall facilitate the participation of poor countries and in this process raise the general level of education, which can be of crucial importance for economic and social development. SIDA has funded a large part of Adult basic education in Africa and other developing countries. Examples of these abound in Botswana, Tanzania and Namibia (Borode, 2011).

**The Community Education Association of Sri Lanka** was established as a non-government voluntary organisation in 1993. The Association is affiliated with the International Community Education Association in England and Asian
South Pacific Bureau of Adult Education (ASPBAE). The main aims and objectives are to encourage the development of community education in Sri Lanka; motivate community educators; support formal and informal groups engaged in similar activities; promote understanding and co-operation between formal and non-formal education as an integral part of the community education process; serve as a centre of information in regard to all aspects of community education; encourage inquiry, research, evaluation and publication in the field; develop and maintain relations with other organisations, both national and international, which undertake activities relevant to community education; raise, collect and solicit funds and other assistance for furthering the aims and objectives of the association.

The main activities cover a wide range directed towards strengthening the Association: upgrading the skills and knowledge of the membership, conducting seminars, workshop, surveys and discussions in furtherance of the aims and objectives of the association; providing training facilities to the other NGOs, participation in activities individually and jointly with other organisations in skills development and community uplifting; gender awareness and entrepreneurship development programmes (Singh, 2002).

The Pan African Association for Literacy and Adult Education (PAALAE) is a non-political, non-governmental, voluntary partnership based in Dakar, Senegal. The Association is recognized by UNESCO and the Organization of African Unity (OAU). It is a founder member and, currently, a regional member of the International Council of Adult Education. PAALAE is composed of national adult education associations, NGOs, institutions and individuals active in the field of literacy and Adult Education (AALAE), which was founded in 1984 following the merger of AAEA and Afrolit society.

The fundamental objective of the Association is to promote adult education in all its variety of forms and dimensions and in relationship to the need for healthy growth and development of individuals, communities and societies in the African region. In this respect, the Association Shall:
- Promote literacy and adult education
- Increase the understanding of the people and governments of Africa about lifelong learning by focusing on the relationship between literacy, adult, continuing and vocational education on the one hand and development on the other [http://www.icae.org.uy/fre/paalae.html](http://www.icae.org.uy/fre/paalae.html)

**International Council for Adult Education (ICAE):** This was created in 1973 and had its headquarters in Toronto. It remains active as a major global NGO network focused on Adult Basic Learning Education (ABLE). It represents today, more than 700 literacy, adult and lifelong learning associations; it has seven regional member organizations as well as national and sectional members in over 50 countries (Borode, 2011).

The International Council for Adult Education (ICAE) is a global partnership of adult learners and adult educators and their organisations, and others who promote the use of adult learning as a tool for informed participation of people and sustainable development. In the emergence of Knowledge-society the ICAE promotes lifelong learning as a necessary component for people to contribute creatively to their communities and live in independent and democratic societies ([http://www.icae.org.uy/](http://www.icae.org.uy/)). Adult and lifelong learning are deeply linked to social, economic and political justice; equality of gender relations; the universal right to learn; living in harmony with the environment; respect for human rights and recognition of cultural diversity, peace and the active involvement of women and men in decisions affecting their lives.

Its current programme includes gender and Adult Education, International Literacy Support Service and Information and Communications. ICAE is currently assisting the newly born regional associations in Africa. It is highly committed to Adult Learning in both Africa and Arab region (Borode, 2011).

**Pakistan Association For Continuing and Adult Education** is a registered non-governmental voluntary organisation with a central body and provincial branches in the Punjab, Sind, NWFP and Baluchistan. The Association
is duly affiliated with the International Council for Adult Education (ICAE) and the Asian and South Pacific Bureau of Adult Education (ASPBAE). The Association came to be organised in Pakistan as a result of the initiative undertaken by a former Chairman of Literacy and Mass Education Commission, who having attended a number of adult and continuing education conferences and workshops abroad felt that a non-government organisation for adult and continuing education needed to be set up in Pakistan.

The Association aims at educating the public about the basic philosophy underlying the world-wide movement for continuing adult education related to the need for personal and community education on a continuing basis through its various programmes. It prepares them to cope with the demands and challenges of changing socio-economic technology development.

During its brief existence, the Association has brought together men and women from different walks of life and held a number of conferences and workshops at Peshawar, Lahore, Rawalpindi, Islamabad as well as in Sind. One of the strategies followed by Association is the organisation of networks in various places relating to subject areas such as: law and the citizen, health and population education, civic education, science and technology in everyday life, women's and youth education and development, functional literacy, environmental deterioration and drug abuse (Singh, 2002).

2.14.2. National Non-Governmental Organisations

Indian Adult Education Association (IAEA) is a national level voluntary organisation established in 1939. It is a pioneering organisation that has been instrumental in promoting the adult education movement in the country. In the pre-independent era, IAEA strove to mobilise public opinion for an exclusive policy on adult education. In the post-independence era, with the recognition by the Government of India that adult education is an essential component of national reconstruction, the association has been implementing a variety of field programmes, training and short courses.
The IAEA functions as a federation of around 500 affiliated organisations spread throughout the country, supporting their activities by bringing them together in conferences, seminars, workshops and discussion groups. Through its publications, both periodical and otherwise, IAEA disseminates research findings and field experiences on adult, non-formal and lifelong education to more than 2500 Life and Yearly individual members of 16 State Branches and others interested in the field of adult and non-formal education. Functions of IAEA are as varied and wide-ranging as its aims and objectives.

Being a pioneering institution in the field for long IAEA offers advise to Central/State Governments, Universities, State Resource Centers, Jan Shikshan Sansthans, Zilla Saksharta Samitis, its member institutions and other organisations on adult, non-formal and population and development education programmes.

IAEA has been functioning as a “Clearing House” to disseminate information on growth and development of adult education through its periodicals, journals, books, literature, etc., for the benefit of individuals and institutions. IAEA regularly brings out six periodicals both in Hindi and English. Besides, it has so far brought out around 250 books and other publications for policy makers, senior level functionaries, adult educators, field workers and neo-literates.

In addition to its periodicals, it publishes a number of books, monographs and reports on adult education. Since 1986 IAEA has been awarding Dr. Mohan Singh Mehta Research Fellowships for encouraging research in adult education. It runs Amarnath Jha Library and a documentation centre on literacy and population education. The Association has instituted two annual awards - Nehru Literacy Award (for men since 1968) and Tagore Literacy Award (for women since 1987) - for outstanding contribution to the promotion of adult education in the country. Dr. Zakir Hussain Memorial lecture is another annual event of the Association. The Association has ten state branches that also organise several activities (http://www.iaea-india.org/activities.html).
Bharat Gyan Vigyan Samiti (BGVS) is "an ongoing crusade of Science and literacy for national integration and self-reliance". The two streams of development - literacy and science popularisation - were merged together to set up the Bharat Gyan Vigyan Samithi (BGVS) as a national level non-governmental organisation in New Delhi in 1989. It was built as a people's movement for literacy under the leadership of Dr. Malcolm S. Adhiseshiah, an eminent educationist, with a target 'to reach to every corner of India with a call to stamp out illiteracy and to interlink all literacy efforts in the country both governmental and non-governmental, big and small, and create among them a feeling of being partners in one and the same national mission'. The broad objectives of the BGVS sought to mobilise students, teachers, youth and all other sections of the society, on the pattern of freedom struggle of India towards the cause of 'science and literacy for national integration and self-reliance'. BGVS helped to make literacy an issue for the people. It mobilised and motivated about two million volunteers to teach 20 million adults.

Bharat Gyan Vigyan Samiti (BGVS) or 'Indian Organization for Learning and Science' is a National Organization with units in 23 states, 350 districts with 300,000 volunteers in more than 10,000 villages. The activists are from varied background, like school and college teachers, engineers, doctors, bureaucrats, peasant workers, youths and students, both women and men. BGVS strives to empower people for their rights through Science and Knowledge.

BGVS has attempted to bridge the three divides: Knowledge Divide, Economic Divide and Social Divide in the society through its programs. BGVS started with attempts to bridge the knowledge Divide but became increasingly involved in closing Economy Divide and Social Divide too.

Spreading scientific knowledge and scientific world vision amongst the people, working for literacy, continuing education, basic education, policy studies etc. are to close the Knowledge Divide. Efforts in watershed management, technology development, local area planning, formation of Self Help Groups, development of micro enterprises etc. are efforts to close Economic Divide.
Children's Science Festivals, Women Science (Samata) Festivals, Gyan Vigran Vidyalaya (Wisdom Schools) Movement etc. all are efforts to bridge the Social Divide (http://www.bgvs.org/index.php/about-bgvs).

**Nirantar** is a feminist resource centre for gender education, promoting literacy, vocational training and health education. It was established in New Delhi in 1993 under the Societies Registration Act. The major activities ranged from: enabling access to information that allows all women to participate politically to influence governance and development; providing information with a gender perspective; promoting women’s literacy; gender-related issues of identity, violence, health, the right to political representation, and the right to life and bodily integrity (Singh, 2002).

Nirantar conducts fieldwork to build perspectives on issues of gender caste and class. It also conducts workshops to build capacities of grassroots groups to produce their own material, including newspaper broadsheets and booklets on rural journalism, reporting, editing, and production. It trains groups in the specialised skills of writing for neoliterates and in writing with a gender perspective.

Nirantar also holds training and orientation programmes with health workers, literacy volunteers and teachers in health education. These trainings build perspective, provide information on the human anatomy, and create awareness on reproductive health, adolescence and violence against women.

Nirantar has been publishing Pitara, a bi-monthly news magazine (in Hindi) for readers with basic literacy. It produces booklets on a range of issues of women's interest. It encourages research on women's rights. Its resource centre has a large collection of books on a wide range of subjects covering gender, education, violence, health, *Panchayatiraj*, reports and policy documents (Singh, 2002).

**Kutch Mahila Vikas Sangathan (KMVS):** This NGO was set up in 1989 for rural women in the drought-prone district of kutch in the western state of Gujarat, aims at empowering poor women through education and skill building, and harnessing their collective strengths by building local leadership and creating
sangathans (Women’s groups). In 1992, KMVS conducted Literacy camps for non-
literate members of Sangathans in two blocks to impart basic functional literacy
and developed context-specific curricula on different issues for neo-literate and
literate women. Literacy work was further expanded through Ujjas Mahiti Kendra
(information centre) by Mundra Mahila Vikas Sangathan and a self-managed
information and publication unit to inform them about a range of issues, such as
body, reproductive health, laws, government schemes, and the water harvesting
systems. A newsletter called Ujjas has also been started to document and
disseminate different types of information among the villagers, particularly
women. It is simplified in Kutchi and Gujarathi so that neo-literate women could
easily read it. KMVS now focuses on adolescent girls education (Patel, 2009).

The Mahalir Association for Literacy Awareness and Rights (MALAR): In order to sustain the process of literacy acquired through the literacy
campaign in India, an innovative approach was undertaken of tying literacy to
livelihood concerns of women neo-literate to avoid relapses into illiteracy. In the
Kanya kumari district in Tamil Nadu, India, neoliterate women were organised
around small saving groups to form a federation registered as the Mahalir
Association for Literacy Awareness and Rights (MALAR). ('Mahalir' is the Tamil
word for women). A group of twenty women form one savings group, which meets
unfailingly every week. The groups pool in at least Rs. 5/- per person every week
and rotate their savings as loans to each other. As part of the 'Ten Commandments'
of each group, they are meant to read a newsletter, some literacy material and
debate issues among themselves, besides depositing their savings as the last agenda
item for every meeting. Regularity in attendance is a must to be able to qualify for
loans, and this is one reason why the groups have continued to meet unfailingly.
The main common shared need that kept them together was the loan, and being a
cohesive group they are all meant to know the requirements of each person, while
keeping track of the details of each transaction (Singh, 2002).
Conclusion

The review of related literature provides a wider picture of most of the aspects related to literacy. It starts with how the basic terms are defined formally. The significance of literacy to human beings in general and to women in particular has been vividly reviewed. The literacy programmes and models at world level and at Indian context are also included in this chapter. The efforts of government and nongovernmental agencies at world level and Indian level have also been included. The review of literature brings to light the lacuna in research dealing with women above 35 years and those dealing with literacy imparting method involving one to two ratio of literacy facilitator and learners. The present study of involving close relatives as literacy facilitator and the motto of “Each One Teach Two” as a field experiment is justified from this point of view.