LITERACY MOVEMENTS-A GLOBAL PERSPECTIVE

T.P Ravi “Empirical studies for designing and testing out some folk-art forms for conscientising adult learners in Kerala” Thesis. Department of Adult Education & Extension Services, University of Calicut, 2001
CHAPTER II

LITERACY MOVEMENTS

Literacy movements – A global perspective
Literacy programmes and movements in India
Programmes on National Adult Education
The Farmers’ Functional Literacy Project
National Adult Education Programme
National Literacy Mission
Jana Shikshan Nilayam
Mass Literacy Campaign in Kerala
The Peoples’ Education and Literacy Campaign
Mass Literacy Campaign Model
State Level Mass Literacy Campaign
Post Literacy
Continuing Education
LITERACY MOVEMENTS
— A GLOBAL PERSPECTIVE

All over the world there have been a number of literacy movements. They have taken place under a variety of historical, cultural, social and political conditions. That is during the period from the mid sixteenth to the present century. Each movement has its own unique feature. Certain degree of generalization has also been emerged from the study of these campaigns.

Practically everyone of these campaigns has become a part of an ongoing larger structural, socio-cultural, economic and political transformation.

According to Lenin “the strength of the state lies in the awareness of the masses; a state is only when the masses are well informed, can pass judgements on any issue, and can make their own decisions.”¹

For the elimination of illiteracy ‘Universal Free and Compulsory Education’ is needed mass campaign is a successful means and also is an essential part for eradication of illiteracy. Expansion of the schooling as well as selective approaches targeting small groups of population will not help in the eradication of illiteracy.

Literacy campaigns were seen as an impact of the socialist revolution which aroused the former Soviet Union, the Peoples Republic of China, the Socialist Republic of Vietnam and Cuba. The word campaign suggests, mass

---

literacy programmes as invariably time bound and characterized by a sense of urgency as opposed to routine literacy programme. Twentieth century situation is an example to be cited. Each campaign took its own time and on its completion, that is, may be lasting less than a year at one end; and in the Soviet Union, China and Vietnam the campaigns go on extending decades.

After the Lenin's decree of the council of National Commissars on the Liquidation of illiteracy on December 1919, the Soviet Literacy Campaign came into effect officially, which showed remarkable result in a span of two decades. This is, the literacy rate reached to 87.4 per cent from the starting line of 44 per cent. The same degree of increase was also noted in the case of female literacy and rural literacy (female literacy rate jumped from 32.2 per cent in 1919 to 81.6 per cent in 1939, rural literacy from 37.7 per cent to 84 per cent). In spite of a tremendous external military pressures existed after the war; due to the compulsory and free schooling, literacy could be achieved to the entire population in the age group of 9-49 as well as male-female literacy differences could at least be ruled out by 1980.

In China also there took place a Cultural Revolution during the period from 1966 to 1975. The Chinese Literacy campaign was started in 1950 and ended by 1980. A survey on literary conducted in 1981 showed that the literacy rate among the young and middle aged peasants increased to 70 per cent in 1949. Similarly an increase was noted from 30 per cent to 92 per cent in the workers and employees. This achievement was because of the strong and
successful adult literacy campaigns and a development of a strong and widely accessible schooling system.

A two phased highly successful mass campaign for literacy between 1945 to 1950 was conducted in North Vietnam, at the same time of the ongoing war of resistance against French colonialism. During the period between end 1945 and June 1950, the campaign made 11.13 million adults literate in two phases while in a third phase from 1956 to 1958; another 2.16 million persons become literate in North Vietnam. A new campaign was organised in 1976, after the unification of Vietnam in 1975. Over 1.32 million adults became literate, at the closure of the campaign in 1977. Officially in 1978 March Vietnam declared elimination of adult illiteracy practically.

Whether it was USSR, China, Vietnam or in the less populous countries like Cuba or Tanzania, mass campaigns have been proved successful. Most of these campaigns made use of various folk art forms prevalent in those countries as the main vehicle during the conducting of the campaign. Since the folk art forms were considered as powerful weapons to infuse ideas in the minds of the people, they were proved very successful. The folk art forms used include literature, music, dance and the visual art forms, such as Kalajathas, Street dramas, Slogans, Wall writings, Human chains, etc. Most of these countries accepted street drama as a part of social revolution in those days, in order to spread the idea among the educated and illiterate masses. History shows that
any country with strong political commitment and strongly interwoven different folk art forms, accelerate the process of eradication of illiteracy.

During the transition stage of the modern European societies towards capitalism, the mass literacy programme took its own initiation. Similarly in Tanzanian campaign got strengthened only after their independence.

Mass literacy emerged as a social campaign in Europe with the rise of Protestantism. According to Armove and Graff "The German, Swedish and Scottish (Literacy) campaigns from the middle of the sixteenth century were intimately connected to the Protestant Reformations and the subsequent Catholic Counter Reformation."²

While initially the impetus on mass literacy might have come from the need for a new religious ideology to establish its dominance in society, several objective factors were considered to strengthen efforts towards mass literacy. These includes the invention of printing press, the continuous improvements in Science and technology, especially in transport and communication and the emergence of the centralised political entities that the modern nations represent.

Efforts at mass literacy, whether in pre-industrial Europe or in the contemporary developing world can be asserted as a historical generalization, invariably accompanied by the institutionalisation of schooling. In Europe one

country after another - Scotland, Prussia, Austria and Sweden early; France, England and Italy later - made education compulsory. At the end of the nineteenth century Japan became the first known Eastern country to make elementary education compulsory. Then, other non western countries made education compulsory, most notably and successfully South Korea and Taiwan.

Since the campaign into various European countries gradually stick on, and time bound nature, in the pre-twentieth century, it could not achieve good quality.

"What distinguishes twentieth century literacy campaign from earlier educational movements (such as those of Germany, Sweden and Scotland, which spanned over two hundred years) is the telescoped period of time in which the mobilizations occurred, stemming from the fact that political power can be more effectively centralised than in earlier periods. The transformation of communications, including electronic technologies and economics of scale in the publishing industry further facilitates printing and dissemination of literacy texts and transmission of messages and symbols relating to campaign." \(^3\) Several factors were underlying in the time bound literacy campaign as explained above.

In the early days, It is said that salvation was attained by reading religious books. Through this, the reformer of early Europe, especially

---

3. Ibid., p. 3.
protestant community achieved literacy for their people. This social revolution which conceived potential significance of literacy made used of printing technology for its success. England, America, Germany and like countries found the folklore as a science and started studies on it. The morality and responsibility and the customs of the people related to their day to day life were used to be transferred from one to another, through folk art forms. Hence mass literacy campaigns were using there art forms especially street drama accepted by the people, as a means for communication.

After the second world war the newly independent countries interested in their own has been building, narrow literacy conceptions. A world conference of ministers of education on the eradication of illiteracy held in Teheran in 1965, put the accent on so-called functional literacy which viewed literacy primarily as an instrument to enhance productivity. In eleven countries between 1967 and 1973 the conception continues to have its adherents, and was infact put into practice in the experimental World Literacy Programme. In 1975 an international symposium on literacy was held at Persepolis, Iran re-emerged a broader conception of literacy, that is, literacy as an instrument for human liberation from all social evils. It also insisted on the consciousness of the contradictions of the society in which man lives, and of its aims. It also wanted initiative and participation of individuals in the creation of projects capable of defining the aims and objectives of an authentic human development.
Experience shows that mass-literacy campaign is the most effective means when made with the help of different folk art forms for eradication of illiteracy within a short period, at the same time, universalisation of elementary education through selective approaches used to take much time. This shows that diffusion is a mean for the eradication of illiteracy.

LITERACY PROGRAMMES AND MOVEMENTS IN INDIA

There is no country whose love of learning and knowledge had so early an origin like India. The low of Manu and other sastras recorded regulations of studies. Famous seats of learning were Taxilla and Ujjain in the early centres of the Christian era, Ayodhya, Nalanda and Patliputra during Gupta period and Banaras, Sringeri and Nadia during Hindu rulers. After the Muslim conquest, many emperors particularly Akbar was interested in patronising education of the subjects. In the British period they introduced English education. After independence the education has been democratized.

Mass literacy programmes and campaigns were to accelerate the growth of literacy and contributed largely on the global scale. Similarly the decolonisation after the Second World War which ushered in new independent countries, also helped a lot in the expansion of primary education. Along with the primary education certain countries carried out specific adult education programme. These two programmes played effective role in increasing the adult literate all over the world especially in India.
PROGRAMMES ON NATIONAL ADULT EDUCATION

With regard to adult education some projects were formed in the light of the report of Kothari Commission 1964-66 and National Policy on Education (1968) and National Board of Adult Education (NBAE) in 1969. Some of the programmes received enhanced funding where as others not. Certain programme were directly implemented by the central and state governments and a few were funded through voluntary agencies. These agencies organised pace-setter activities in an innovative spirit. Most of the programmes were contributed significantly to the structure and content of National Adult Education Programme. These programmes were held in village, district and state level.

In the village level a movement called Gram Shikshan Mohim (GSM) was started in 1959 to eradicate illiteracy among the village people. Later this programme was extended to all over the states. The main advantage of this programme was the affective participation of the village people and also the mass-campaign held in each and every village with the active involvement of educated personnel of the village. These campaigns were planned to organise for four months period with the help of an executive committee consisting of a framework (sarpanch), and the headmaster of the primary school of that village as the secretary. The schemes were implemented through the Block Development Officers. Usually the participants of each class was 5 to 10 number
which was carried out by senior school children and primary school teachers, handling a syllabus consisted of reading and writing simple sentences and learning of elementary arithmetic, social and developmental schemes and activities. The figure of the results of this movement showed that between 1961 and 1963, i.e., within a period of two years, one million persons were made literate.

Most of the Indian are in the villages. They are always exposed to the folk arts. Since folklore is the reflection of the oppressed feeling and desires it help the people to escape from the troubled world by imagination. Folklore is a means also considered as a weapon for education of the community concerned, especially the illiterate society. Folk-literature has been an integral part of the work, worship and leisure of the bulk of Indian population. It is actively shared by men and women of even the lowest castes. Not only the rural people, but a large part of the population of pre-industrial urban centres, are active bearers of the oral tradition. This wide sharing is brought out by the selection of themes and their treatment in various folk literature. In GSM also similar kinds of folk art forms were widely used for making it success.  

According to UNESCO citation the Gram Shikshan Mohim (GSM) in 1972 “the campaign is to eradicate adult illiteracy completely in 36,693 villages and

hamlets where it brought literacy to 4,50,000 men and 5,20,000 women, giving them a sound basis of knowledge going beyond the level of elementary literacy, a desire to continue their education and training and the means of doing so.”

GSM pattern may be considered for adoption by other state governments, with local variations for the purpose of the removal of adult illiteracy.

1. The Farmers’ Functional Literacy Project (FFLP)

In the light of Green Revolution in 1967-68 a new project was implemented known as Farmers Functional Literacy Project (FFLP). The objectives of this scheme is

(1) to impart training in new and advanced agricultural technology to the farmers.

(2) to broadcast farm and agricultural news to provide additional support for training efforts.

3) to impart functional literacy to farmers.

This project was initially started in hundred districts in 1967 covering the farmers working in about 32 million acres of land. The purpose was to make aware them with the latest laboratory knowledge about the high yielding and disease resistant varieties of seeds and plants and to pursue them to cultivate

such high yielding varieties. If the farmers were not literate they might be forced to embrace the outdated knowledge. The programme was aimed at to enable the farmers to acquire literacy skills as also agricultural information which would immediately used by them in their agricultural function.

Even though about nine lakh farmers participated in the literacy classes by 1977, the project had many deficiencies.

1) lack of proper integration between the three objectives.

2) tendency to treat the literacy component as the feeble part of the other two objectives.

Since the purpose of FFLP was to enable the farmers to acquire scientific knowledge and modern techniques in agriculture, it was for them to acquaint with these techniques with the help of various folk art forms prevalent in these areas. It was mainly because most of the farmers were illiterate and ignorant and were following the folk tradition. PFFP were also found using various folk literature for its success.

From the FFLP the working group on adult education concluded that integration of functional development and literacy had to be ensured at all levels, that is, the adult education centre should be compact cluster. Also found that decentralisation as well as good monitoring and timely proper evaluation are essential.
2. National Adult Education Programme (NAEP)

To give top priority for universalisation of elementary education and adult education a policy of National Adult Education Programme (NAEP) was launched by the Government of India on second October 1972. This programme was to organise adult education with literacy as an indispensable component at least for 100 million illiterate persons, in the age group of 15-35 and to provide skills for self directed learning, leading to self-reliance and nations development. In order to implement this programme the government extended financial assistance of Rs.2,240 million. According to the 27th round of National sample survey “94.2% of the rural population and 87.9% of the urban population had acquired no skills. The female literacy rate was below 10% in many regions and below 5% in some.6

NAEP defined literacy in three aspects, i.e.,

1. Which would enable learners to continue to learn in a self-reliant manner.

2. Functional development, to cater an individual as a producer and worker and.

3. Social awareness about the social policies.

The NAEP formed several projects and planned to implement them by variety of agencies such as voluntary agencies, educational institutions, local

---

bodies and by the government itself. A project thus formed was "field level administrative unit responsible for the organisation of the programme in a compact and contiguous area with a more or less common environmental background and learning needs."  

In 1979 a Review Committee was formed and it recommended for the strengthening of the programmes of NAEP that "...the NAEP should grow into a kind of action programme for development through education and of education through development and made a number of valuable suggestions, these were not followed up." As Professor Adiseshiah pointed out "This national effort was short-lived, for when there was a change of government at the union level on 1980, the programme was stopped on grounds of it being used by some parties for their political end."

Under the Chairmanship of Dr. D.S. Kothari, a committee was constituted in 1980 to review the NAEP. As per this the NAEP switched over point number sixteen of the new twenty point programme. The aim of the programme was the eradication of illiteracy and spread of universal education. It had three phases


for ensuring hundred per cent enrolment avoiding dropping out and providing literacy.

In 1982 a programme more or less the same as that of NAEP was launched, viz. Adult Education Programme (AEP). It was given top priority, in 1986, on the then government’s National Policy on Education (NPE). Now it is known as National Programme of Adult Education (NPME). The main aim of NPME was to provide education and literacy in the age group 15-35 for at least about 100 million. It was a time bound programme covering approximately 40 million by 1990 and 60 million by 1995.

The NAEP was a mass programme with the quality of planning and implementation of a selective programme. But the programme could not assume a mass character. Programmes implemented in the later 70s and 80s had neither mass character nor quality associated with selective intense projects. The NAEP and its succession AEP and NPME were intended to be a mass programme, but they remained a traditionally centre based programme also honorarium based hierarchical and government funded and government controlled.

3. National Literacy Mission (NLM)

On the basis of the pursuance of NPME and also to cope up all the citizen of the country, with basic skills of literacy, on 5th May 1988 a National literacy Mission (NLM) was launched which was “...largely the outcome of an
evaluation of the strengths and weakness of the NAEP by the Institutes of Social Research and Management...”

The NLM was formed on the view that even though there was rapid expansion of formal education, since independence, the number of non-literate aged 5 years and above was growing larger than the number of literates. The objectives of NLM was to focus at rural areas, particularly on women and scheduled caste and tribes coming in the age group 13-15; also to impart functional literacy to 80 million illiterates, i.e., 30 million by 1990 and the remaining 50 million by 1995. According to NLM, the functional literacy means:

1) Achieving self-reliance in literacy and numeracy.

2) To create awareness of own deprivation and amelioration to make one to involve in the countries developmental activities.

3) Acquiring skills to improve the economic status for the general well being, and

4) To imbibe the national value.

NLM tried to secure peoples participation voluntary agencies involvement and, also to improve the programme of RELP and SAEP, a functional literacy, institutionalise post-literacy and continuing education.

---

The projects put forwarded by NLM focussed on a compact, administratively viable area and on functional autonomy within broad and flexible financial and other norms, also stressed on implementing the projects through state government, voluntary agencies, Panchayat Raj institutions, Nehru Yuvak Kendras, etc.

For the NLM an autonomous body was formed under the Union Ministry of Human Resource Development - Department of Education, named National Literacy Mission Authority (NLMA). The NLMA has two-tier structure:

1) the council, headed by union minister for Human Resource Development, with the participation of ministers and leaders of major political parties, MPs and educationists.

2) the executive committee, headed by the Union Education Secretary. It is the duty of the executive committee to give the operational leadership of the NLM.

Just like the previous schemes, later NLM also wanted the projects to be implemented by a variety of different agencies instead of people's movements. The initial NLM documents emphasised on technological innovation rather than social activities such as voluntary or unleashing peoples movements. After few months of launching the NLM it transformed its character and future course of development also and changed its outlook in the countries literacy scenario.
Kerala Sastra Sahitya Parishad (KSSP) and the Bharat Gyan Vigyan Samithi (BGVS) played a good role for this change.

4. Jana Shikshan Nilayam (JSN)

   To enable the learners to continue their learning beyond elementary education, the Jana Shikshan Nilayams (JSNS) were established in Feb 1988. The JSN were established with the view to:

   (1) Provide facilities for retention, continuing education and application of functional literacy,

   (2) To disseminate information about the developmental activities and to participate the individuals coming under the deprived sections of the society.

   (3) To create awareness about national concerns and to share the common problems of the community.

   (4) To improve the economic conditions and the well being and to improve the practicability.

   (5) To promote recreation and healthy living standards.

   JSN planned to conduct 3 to 4 hours evening classes in a week. This scheme is meant for not only to neo-literates but also for school dropouts and those having only primary school education and those completed non-formal education programme. This is established as a permanent continuing education
centre aiming at least about 5,000 persons coming under 4 or 5 nearby villages. Its structure, at the top a project officer and the education is to be imparted by local volunteers. The work of the volunteers was also to motivate the adult learners.

Literacy is an indispensable component of human resource development and is a pre-condition for an individual's evaluation and growth of national development. National Literacy Mission is envisaged as a social mission for mobilising the active participation of common people. Today recreations taking place in relation to any folklore form is a strong conveyor of ideas and an instrument for the transference of ideas. It is widely used in different mission mainly in the form of puppet show, slogans, posture, etc.

5. Mass Literacy Campaigns in Kerala

The seeds of an education revolution was first sown here by the then Princess of the erstwhile Travancore state in 1817 by declaring that expenditure on education will be fully met from state exchequer. Besides the starting of English schools in 1834, the awakening enkindled in the minds of people by social reformers like Chatampi Swami, Kumaranasan, Sree Narayana Guru and Ayyankali. The religious institutions and political movements also led the Keralites to the highest levels of literacy.

With the aim of eradication of illiteracy night schools and rural libraries were established in the pre-independence period itself. In Kerala organised
literacy activity started with the formation of Kerala Grandha Sala Sangham. Voluntary Associations also took the responsibility for promoting literacy for awakening in the educated youth persuaded the universities of Kerala to conduct literacy programmes through their specified adult education wings. The grass root level experiments in the literacy mission were started first in Ezhom village of Kannur district.

6. The Peoples Education and Literacy Campaign

The Peoples Education and Literacy Campaign, Kottayam (PELCK), was initiated by the District Collector, municipal officials, NSS unit of Mahatma University and a number of voluntary organisations in 1989. Its objective was to attain cent per cent literacy in Kottayam town within a record time of 'hundred days' from 4th March 1989 to 12th June 1989. All illiterate persons of the 6-60 age group were identified as the target group of the campaign. The volunteers from NSVs, NSS and local area were given necessary training. Teaching learning materials, monitoring and evaluation programmes, etc were got ready. Tests were conducted and at the end, certificates issued while declaring total literacy in this area. Programmes of continuing education were also planned.

Kottayam programme is an example for the short duration literacy campaign and that Kottayam town attained the status of the first fully literate town in India.
Mass Literacy Campaign (MLC) Model—An Indian Experience
(Ernakulam Total Literacy Campaign (TLC))

Every successful literacy campaign, the world over was either accompanied by significant structural transformations in economy, polity and society, or had occurred as an immediate sequel to a successful socialist or national liberation revolution. The mass literacy campaign in India, however, are taking place not as a part of a larger, dynamic socio-economic transformation or on the basis of pre-existing atmosphere of revolutionary class in society. On the contrary, they are occurring in the midst of widely prevalent cynicism and a significant measure of disillusionment among wide sections of the people concerning the post-independence developments in the country in all spheres.

The Indian experience with regard to mass campaign for literacy in many respect, is quite distinctive. The Ernakulam district campaigns are unique in one very specific sense. The launching of a total literacy campaign in Ernalukam district of Kerala with the objective of making 200,000 persons in the district literate in one year. Kerala Sastra Sahitya Parishad (KSSP) is an organisation, well known for its activities, in the area of science communication, education, health and environment. In 1978, in association with the literacy activities of National Adult Education Programme (NAEP), prepared a five year plan for the Kerala to become fully literate. From the reflection of this plan and knowing the weakness of NAEP, the KSSP proposed a revised action plan. The key feature of
these two action plans helped a lot into the success of Ernakulam Total Literacy Campaign (TLC). The agencies took part in the literacy mission in Ernalukam district chalked-out a time-bound programme all over the district. On 26th Feb. 1989, a total literacy campaign in Ernakulam district was launched out with the objective of making 1.62 lakh persons literate in one year through a voluntary based programme (except those of above 60 years, physically and mentally handicapped). The campaign was launched with the help of district administration and non-governmental organisations. It achieved its objectives in December 1989.

On 4th February, 1990, Prime Minister declared Ernakulam the first fully literate district in the country. 1.5 lakh persons were made literate with the help of over 20,000 volunteers instructors who spent 240 hours of time in actual conduct of literacy classes. A number of other personnels, i.e., volunteers, master trainees, resource persons, organisers, etc. were directly involved in this mission. Members of street theatre troupe, cycle jathas, padayathras, rallies, human chains, song groups etc also participated directly or indirectly in this conscientisation movement.

The socio-economic and the cultural trends prevailing in the district of Ernakulam contributed much for the MLC. MLC had three kinds of approaches (1) the mass campaign approach, (2) participatory approach, (3) volunteer approach. Certain special features of these approaches were (a) compact
geographical administrative area, (b) specified target group, (c) mass-event approach for each and every activity (d) creation of literacy friendly environment by making a large number of people excited about the programme (e) participation of teaching training and organising personal voluntary basis (f) unpaid nature of service.

The campaign had three phases (1) Motivation and mobilisation phase, (2) Teaching learning phase, and (3) The consolidation phase. The first phase was carried out through print and audio visual media, street plays and also attracting educated ones to join the literacy mission as volunteers and to motivate the illiterate learners to join the literacy centres. In this phase various activities, such as door to door survey on a single day, meeting the learners and to find the volunteers were carried out.

In MLC the motivational and mobilisation phase Kala jathas and elaborate training were conducted as a powerful instrument. Kala jathas were effective organiser programmes and powerful means for communication for the literate as well as the illiterate. It was a contribution of KSSP who are the pioneers in the peoples science movement in India. Kala jathas, in order to impart the message of literacy to the people, used street theatre and folk art forms. In a troupe of Kalajathas wholly 15 person including male and female used to participate. They used to travel from place to place and stage cultural programmes of skits, songs and dance-dramas relating to literacy. In a day
usually 3 to 4 programmes extending a time gap of 60-90 minutes were conducted by a troupe within a territory in a month.

The key function of Kalajatha in a literacy campaign were:

(1) It served as a great organiser, that is, by compelling, need and environment, to form a local organising committee, to receive and to make for the arrangement for the performance of the jatha troupe. Thus it helped to form core-group of literacy organisers in a habitation.

2) It was extremely the low cost method of spreading the message.

3) By motivating the local participation in the organisation and conduct the programme, it induced the local community to own the literacy campaign and its objectives and tastes.

4) Since folk art forms or street theatre is the medium of the habitats the content could be digested powerfully as it is easy to win hearts and minds.

Typically the training structure in a MLC is Pyramidal type. At the top it consists a core group 13 to 20 persons having through grounding in the history and pedagogy of adult education. They should have adequate knowledge experience of literacy campaigns. This team should have firm commitment to internalise completely at the conceptual level all the aspects of MLC and should plan out the entire training programme. These persons were designated as key resource person (KRP)s. In the second pyramidal stage, the
key resource persons trained the trainers who were designated as Resource Persons (RPs). They in turn trained master trainers (MTs) and the Master trainers trained the Volunteer Instructors (VIs). The volunteer instructors extents literacy instruction to the learners. For getting good interaction, excitement and collective learning possibility overall to pay attention on each learner the optimum size of learners in a centre was suggested to be ten.

![Pyramidal Type of Training](image)

Fig. 1. Pyramidal Type of Training

The initial phase of motivation and mobilisation of MLC was followed six to eight months of literacy class constituting teaching learning phase. The teaching learning phase is the core of total literacy campaign (TLC). Here the success of the campaign is determined. This phase in pedagogy and the volunteer learner interaction. It is inherently elastic. The learner was expected to acquire the specified level of competency in reading, writing and arithmetic.
(3Rs) in a period of six to eight month using three graded ‘Improved Phase and Content of Learning’ (IPCL). The closing of this phase is the consolidation phase which is a transition phase to the post-literacy.

The transition to post-literacy is in a sense a declaration of total literacy. The NLM authority in India set up two separate expert committees for the post-literacy and total literacy declaration. The total literacy declaration begins at the grass root level and building up finally to district level–declaration event. At each level the declaration is a recognition of enormous effort put into the campaign by the participants.

In order to watch out the post-literacy and total literacy declaration the NLM authority in India had set up two expert committees. The declaration process would be an honest attempt rendering of accounts to the people drawing attention to the inadequacies and unfinished tasks, highlighting positive attainments, efforts for taking the campaign forward and into post-literacy. The task of post-literacy is to stabilise and strengthen the literacy skills of neo-literates and to move from guided learning to self-learning; link the learning into action for development at the individual and collective social levels. In post-literacy life experiences as well as the functionality and awareness acquired from the MLC show active roles.

The MLC model emerging since the pioneering of Ernakulam campaign is still evolving. It proved successful and significant in many districts.
This was the first major effort to mobilise the adult learners. A huge procession, colourful, enthusiastic and lovely was set to tone of the literacy programme, led by the officials of this programme. The participants of the procession recitated literacy slogans. Mikes, drums, music and indigenous folk dances, etc. were added to the programme and an appeal was made to the people to transform the district fully literate. The success of the district convention set the stage for organising block and village conventions.

From the above programme it is seen that the most important instrument of motivation in the literacy campaign was the Kalajatha, which is a form of street theatre. The kalajatha is characterized by its simplicity. The actors wear no make up, all of them are dressed in simple clothes, uniform in colour and pattern. There are no elaborate sets; a black piece of cloth, a bamboo stick with a few bells strung on a sash tied at the waist serve as the props, brought maximum effect, to communicate ideas and meanings. The musical accompaniments are simple—the traditional chenda, mridhangam and a few symbols.

The jatha which echoed the fears and aspirations of the local people, created an awareness on various factors. While performing the jatha dramas and musics for social mobilisation were also used. The dramas of Bharat Jan Vigyan Jatha (BJVJ), a massive communication effort to promote scientific awareness and temper, were used for the local jatha with a slight modification of songs and
skits. All of the songs and skits used in these jatha programmes were of folk art forms. In jatha's peoples feelings were coming out through their own mouth spontaneously with the help of naturally beautified form of rhythm and music. These jathas helped to create a congenial environment for implementing the TLC and for taking the message of the need for literacy to the grass roots.

State Level Mass Literacy Campaign

In the light of the Ernakulam Literacy Campaign, similar campaigns were launched in other districts of Kerala as well. For this mission a project named "Akshara Keralam' was introduced. With the active role of this project, Kerala became the first fully literate state in the country. Along with the Governmental and non-governmental efforts for adult literacy and the people's science movements transformed the literary work, into a peoples movement. Kerala's folk arts made use during the Ernakulam TLC were widely used.

The state level literacy campaign was organised by the Kerala Saksharatha Samithi (KSS) with Chief Minister as the Chairman, participating peoples from various walks of life, co-ordinators at the district level and down ward. Assistant Programme Officers (APOs) and Programme Officers (POs) were also nominated. The academic council and expert groups formed in the district and state level kept a close watch of this mission by conducting regular meetings and discussions. The evaluation proforma prepared by these experts
keeping in view the norms put forth by the NLM declared those who secured above 70% marks as neo-literate.

The target of the mission was 22.6 lakh from the identified 28.2 lakhs. In the evaluation conducted after the completion of the ten months programme only 12.2 lakhs were declared as neo-literate excluding almost 16 lakhs still to be brought under the Total Literacy Campaign. This groups consisted of tribals, linguistic minority, slum dwellers, etc. Giving emphasis to this section a phase two of TLC was planned and implemented for neo-literate and the total literacy rate in the 1991 census figured to 89.81%. It has to be noted specially that in the ‘Kerala Model’ the priority group was 6-60 years where as according to NLM it is 15 to 35 years. This only show the earnestness in the concerned personnel to ensure “Education for all” and the methods they adopted like monitoring and evaluation, certification, follow up, etc., are unique of the Kerala model.

In 1991, 8th April Kerala Government officially declared the “State as Total Literate”. After this declaration the literacy movement in Kerala lost its steam. Now the state government has taken new steps to strengthen the post-literacy and continuing education programme.

POST LITERACY

Post-literacy is the bridge between the primary education and further study. Post literacy gives chances for the interested, enthusiastic learners to develop and improve this learning potential. The aim of NLM, post literacy
programme, is to convert the learners to a wholly educated person to become a productive socio-economic asset to the community and nations. Functional literacy is a conceptual programme signifying a technique of delivering knowledge to make the learning relevant to living and working conditions.

"Today education has become a life long process and continuing education has become essential even for survival" (Dr. Zakir Hussain). Functional post literacy must be given as much importance as the basic literacy programme. The NLM implemented a mission mode, two year post-literary programme followed by TLC envisaging the following facts to be stressed while planning post literary (PL) and continuing education (CE).

1. Identification of learning needs of neo-literates.

2. Provision of learning opportunities to meet the needs.

3. Creating a socio-economic political and cultural ambient to sustain the learning environment.

Post literacy is regarded as an integrated learning process to assist neo-literate to retain, improve and apply their basic knowledge, attitude and skills for the satisfaction of their basic needs and to permit them to continue education through self directed process for the improvement of quality of their life.

The PLC project should give importance to the competency levels of the learner on the basis study, their cognitive ability, felt needs and socio-cultural
status. Textual materials as well as help from the voluntary instructor should be imparted to the learners. In the second phase, variety of reading materials and library services should be provided for self learning. In the past few years the PLC's confined to reading reinforcement and also converted the post-literacy centres into Jana Shikshan Nilayams. Since most of the PLCs could not achieve the targetted goal, the PLC's should approach the first literacy activities systematically in disseminating knowledge on the subjects related with human life. Similarly it should design, develop and operate vocational courses in order to provide the vocational skills and diffusion technology.

The success of post-literacy campaign in most of the states shows that no single national strategy couldn't achieve the goals of post-literacy and continuing education. For targeting organisational, methodological progress, curricular content should be incorporated with the prevailing socio political and cultural conditions.

While planning a post-literacy programme decisions should be taken from the whole community having legitimate eyes, i.e., the deigning must have a participatory approach. The life long process of education, i.e., the post-literacy programme have to fulfil (a) Remediation, i.e., should be remedy for the deficiencies of learning in the basis literacy phase, (b) Continuation, i.e., to make the neo-literates to life-long learner, (c) application of acquired skills for improving the quality of life and for community development (d)
Communitisation, i.e., bringing the neo-literate to play active role in the social and economic changes of the country.

For the effective implementation of post-literacy programme the organisational structures of Sakshara Samities at different levels in villages and in districts are to be set up. There should be constant dialogue, communication and co-ordination among the committees of different levels. The committees are to be constituted representing peoples of different sections associated with the panchayaths. A monitoring committee is necessary to see into the activities. Moreover whole time workers may be engaged at block or district levels to provide organisational and managerial support.

Since the percentage of success of post-literacy is much less than basic literacy, the PL is to be linked with job oriented skills and reading skills and an awareness must be created in the learners that the programme will also contribute to economic growth and social equality.

CONTINUING EDUCATION

Literacy is only an entry point to the world of information and communication. For actively participating in them and to play the role for social and economic upliftment of the country the skills acquired by the neo-literates during TLC and PLC need to be carried forward necessitating continuing education beyond post literacy. Today in every aspects; every organisation or institution is looking forward for flexibility in occupation and skills
redistribution. Hence the continuing education in the next decade shall have to be, future oriented to promote human resources development commensurate with future needs.

Continuing education aims to consolidate the literacy acquired during TLC. NLM being conscious of continuing education for neo-literate, from first January 1996, replaced the post literacy and continuing education scheme by Jana Shikshan Nilayam (JSN) launched in 1988. The new scheme was formulated as per the recommendation of the evaluation report of JSN scheme and the report of the Expert Group headed by Prof. Arun Ghosh. The main objectives of the scheme are to institutionalise continuing education for neo-literates and to provide flexibility in designing and implementing the programme.

The objectives of the scheme are:-

1. Providing facilities for retention of literary skills and continuing education to enable the learners to continue their learning beyond basic literacy.

2. Creating scope for the application of functional literacy for improving living conditions and quality of life.

3. Dissemination of information on developmental programmes and widening and improving participation of traditionally deprived sections of the society.
4. Creation of awareness about national concerns such as national integration, conservation and improvement of the environment, women’s equality, observance of small family norms, etc. and sharing of common problems of the community.

5. Improvement of economic conditions and general well being as well as improvement of productivity by organising short duration training programmes, orientation courses for providing vocational skills and by taking up linkage activities for establishing direct linkage between continuing education and developmental activities.

6. Providing facilities for library and reading rooms for creating an environment conducive to literacy efforts and a learning society.

7. Organisation of cultural and recreational activities with effective community participation.

The scheme was implemented through the Zilla Saksharata Samiti giving freedom to develop its own type of programmes, depending upon the need of socio-economic condition of neo-literates and the resources available. Implementation of the scheme and the funds will be decentralised. For that the scheme emerges creation of an organisational set up with the involvement of Panchayaths, educational institutions, non-governmental organisation, etc.

For implementing, continuing, education centres have to be set up having the facilities such as library, reading room, learning centres, training centre,
information centres, charcha mandal, development centre, cultural centre and sports centre.

Besides CEC, the ZSS have to encourage, to develop and take up implementation of specific functional programmes centres the needs and interaction of neo-literates with the aim of making learning relevant to living and working.

The four types of programmes suggested are:

1. Equivalency Programmes (EPs)
2. Income Generating Programmes (IGPs)
3. Quality of Life Improvement Programmes (QLPs)
4. Individual Interest Promotion Programmes (IIPPs).

Equivalency Programme is an alternative education programme equivalent to the existing formal education. It is a type of continuing education for those who have acquired basic literacy, skills/completed primary education.

Income Generating Programmes are vocational and technical enabling the participants to upgrade their vocational skills leading to income generating activities.

Quality of Life Improvement Programmes are to enable the learners and the community to acquire the essential knowledge, attitude, value, skills in order to improve the quality of their life and to improve the standard of living of the society.
Individual interested in promotion programmes create chances to think and act in the social, cultural and spiritual beings. Specialised, individual learning interests are also promoted.

In most of the developed countries continuing education has been an important component of higher, technical and professional education. India like any other developing country in recent times, this concept has assumed great significance. After the implementation of Total Literacy Campaigns in various parts of our country a number of neo-literates have emerged requiring new areas of learning. It gave new impetus to the programmes of continuing education. Literacy is an important input in the process of over all development of individuals and nations.

Literacy campaigns in our country have created a remarkable impact in different parts especially in the southern zone covering 90% of population of India. These literacy campaigns could create social awareness to the importance of education. In a society awareness about the social evils, to a certain extent, make the individuals face the problems of day to day life situations. To achieve the goal there is a long way to go. Continuing education programmes have to be so designed that they cater to the needs of the society to get rid of evil tendencies.

Now India has already entered knowledge millennium and the Indian society is gradually transferring into a knowledge society. A knowledge based
society will find new and innovative ways to meet the challenges of the society. To achieve this consentisation is highly inevitable. Most of the peoples of India live in the villages and are someway or other linked with the traditional art forms and its culture.

Folklore, religion, social conventions, etc., contribute to the style, content and pattern of life within a particular group. Folk arts is dynamic and rigid. It attains new themes to meet new conditions. Folk art forms have strictly crossed the national boundaries. The cultural, traditional and environmental factors affect the folk arts. By and large folk literature is the oral lore of people with no written language. It has been evolved over the ages. It even exists side by side with the written record in advanced cultures.

The folk arts are considered as a strong media in adult education. It can be made use of through the involvement of panchayati raj institutions and other agencies. The local talents of the folk art forms available should be identified, and training and orientation provided to them. The selected folk artists should include students, functionaries and local youths. The contents of the folk media should voice local needs of the community relating to literacy, post literacy and continuing education.

Suitable steps may be taken to utilise the services of various form of media. To reach the target group, print media, audio video tapes could be made use of making the folk songs and stories more popular among the adult
learners. A multimedia approach will integrate folk art forms with print and electronic media. A conscientisation programme with the help of these traditional art forms and different media will help to usher in an enlightened and resourceful social set up.