CHAPTER - II

Development of adult education in India during pre and post Independence period.

2.1 Introduction of Adult Education in different parts of India.

2.2 Different programmes of Adult Education taken up after independence.

2.2.1 Social Education.

2.2.2 Wave of Functional Literacy.

2.2.3 National Adult Education Programmes.

2.2.4 National Literacy Mission.

2.2.5 Total Literacy Campaigns.
CHAPTER - II

Development of adult education in India during Pre and post independence period.

2.1 Introduction of Adult Education in different parts of India:

Before independence, the Indian Education Commission (1882-83), better known as Hunter’s Commission, was the first and foremost commission which laid stress on adult education. The leaders of swadeshi movement also felt the need of literacy among the people. These leaders felt that if the people could not read the written papers i.e. pamphlets, newspapers and magazines, the movement for freedom will be slowed down. A wide variety of adult education programmes emerged and many night schools for adults were established to encourage basic literacy. As head of the family, these adults had to earn their livelihood and as a citizen of an emerging society they had to learn. The movement of night schools spread far and wide in different parts of India. In Bombay and Madras Presidencies, 134 and 312 night schools were opened which were attended by about 4,000 and 7,000 adults respectively during 1880-82. In Madras Presidency the number of night schools increased to 775 with attendance of 14,212 by 1901-02. In Bengal the number of such night schools increased steadily and by 1882 there were over, 1,000 night schools and by 1896-97, the number of night schools increased to 1,587 (S.C. Dutta, 1986 PP.27-28). The attendance of adult learners also increased in different parts of India, like the Punjab and the Central Province.

The social reform societies like, the Brahma Samaj, Prarthana Samaj, Arya Samaj and Indian Social Conference did pioneering work by educating the masses through publications and public lectures. The organisation of literacy classes and setting up of
of libraries were encouraged. Madras and Mysore Universities organised extension lectures for the benefit of the masses. Rulers of the princely states of Mysore, Baroda, Cochin and Travancore had taken special interest in the promotion of literacy among the masses. In 1912 Sir, M. Visvesvarya, the Dewan of Mysore organised 7,000 literacy classes throughout the State with a network of circulating libraries. A magazine "Vigyaan" was also published to popularise scientific knowledge (GOI, 1993, P-13).

A number of non-governmental organisations, Social reform societies and political parties played significant roles for the promotion of adult education during 1915-1925. In 1915, Dr. D.N. Maitra founded the Bengal Social Service League in Calcutta to make better the conditions of illiterate poor thorough a variety of community development programmes. Establishment of a rural centre at Shantiniketan by Rabindranath Tagore in 1922, initiation of rural reconstruction activities by the Young Men Christian Association (YMCA) at Marathandam, social reconstruction programmes by Suba Rao at Rajamundry and by F.L. Brayne at Gurgaon and launching of the constructive programmes by Mahatama Gandhi during 1920's were some of the activities done for the expansion of adult Education in India. The nationalist movement for the attainment of Swaraj was in full swing at that time. The leaders felt the importance of literacy for political and economic reasons. The Nationalist leaders like Lala Lajpat Raj and B.G. Tilak organised night Schools for illiterate masses and summer schools for literate adults. Training of young men to carry on the struggle for freedom was the main emphasis (R.R. Mohisini 1993, PP.12-13).
During 1920's the main thrust was given to (a) night schools, (b) awareness programme through films, public lectures and discussions, (c) libraries and (d) community development projects. The Punjab was in the forefront regarding literacy campaigns.

In 1922-23, there were about 630 night schools with 17,776 adult learners and the number of night schools increased to 3,784 with an enrolment of 98,414 by 1926-27. Bengal, Bihar and Madras had 7,768 night schools with an enrolment of 1,87,000 learners.

Rural libraries also played a great role in mass literacy campaigns. In Baroda State of 706 libraries, 661 were in rural areas. In Ajmer, the Punjab and the United Provinces there were vernacular libraries attached to rural schools. In 1928, there were 1,769 village libraries in the Punjab. Madras Library Association and Christian Literature Society brought a number of books for neo-literates. The Adult Education Committee of the National Christian Council of India and 14 provincial councils in Assam, Andhra, Bengal, Gujarat, South India, Central and United Provinces were very active in the preparation and publication of literacy and post literacy materials in a number of India languages. Financial support came from the Churches of America, Canada, Australian, Britain, Ireland etc. (GOI, 1993 P.15).

During 1930's several attempts were made by prominent adult educators to evolve effective literacy materials and methods in various Indian languages. The names of S.R. Bhagwat, Gijubhai Phadke, Mrs. R. Dongre can be mentioned for their works in Marathi, Hindi, Gujarati and Tamil languages, Dr. Frank C. Laubach, an American Missionary who developed the technique of Each one Teach One, provided the professional leadership to
Indian Adult educators to develop literacy primiers in a number of Indian languages. Indian leaders like Mahatma Gandhi, Tagore, Syed Mahmud, Jawaharlal Nehru etc. gave their support to Dr. Laubach’s works.

Many eminent adult educators like N.G. Ranga, Safiqur - Rahman Kidwai, etc. set up adult education institutions in India. There was tremendous expansion of adult education programme as a result of Govt. of India Act 1935. Congress came in power in several provinces in India and organised Provincial Mass Literacy Campaigns during 1938-39. Impressive literacy campaigns were started in Bihar, United Provinces, Bengal, Bombay, Madras, Punjab and Assam. The duration of these campaign varied from 4-6 months and targeted age-group was 10-50 years (C.A.B.E. 1940 - PP 40 - 53).

The expansion of Adult Edcation during the period 1938-42 was appreciable. It was estimated that nearly 2.77 crores of adults attended the literacy classes and of whom 1.38 crores became literate. Provincial Governments also bore the expenses to the amount of Rs. 6.62 lakhs while private agencies contributed Rs. 0.71 lakhs. There were active participation from the side of students, teachers and all sections of the society. The literacy campaign of Bihar was most successful in terms of coverage and setting up of libraries. It was estimated that 18,878 classes were done with an enrolment of 11.68 lakhs adults attending the class during 1939-40. 4000 libraries were also opened. In Bengal and the Punjab 10,000 and 3,897 classes were done with 1.5 lakhs and 1.06 lakhs adult learners respectively (C.A.B.E., 1941, P.36).
Out break of Second World War (1939-45) and the resignation of Congress Ministries in different provinces gave a set back in the progress of adult education. The colonial regime however continued to give financial support to adult Education movement so as to divert the attention of the students and educated masses from the ongoing freedom struggle. The Indian leaders took the advantage to have contact with the masses and motivating them to participate in the freedom movement.

The literacy rate rose from 9.50% to 16.10% during 1931-41 with effective launching of literacy campaigns. The corresponding rise in the literacy rate from 1901 to 1941 are give in Table No. 4.

<table>
<thead>
<tr>
<th>Year</th>
<th>Population in Millions</th>
<th>Literacy in Million</th>
<th>Rate of literacy (%)</th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>238.4</td>
<td>12.8</td>
<td>5.35</td>
<td>9.83</td>
<td>0.60</td>
</tr>
<tr>
<td>1911</td>
<td>252.1</td>
<td>14.9</td>
<td>5.92</td>
<td>10.50</td>
<td>1.05</td>
</tr>
<tr>
<td>1921</td>
<td>261.3</td>
<td>18.0</td>
<td>7.16</td>
<td>12.20</td>
<td>1.81</td>
</tr>
<tr>
<td>1931</td>
<td>279.0</td>
<td>26.5</td>
<td>9.50</td>
<td>15.59</td>
<td>2.93</td>
</tr>
<tr>
<td>1941</td>
<td>318.7</td>
<td>51.3</td>
<td>16.10</td>
<td>24.90</td>
<td>7.30</td>
</tr>
</tbody>
</table>

Source: Census Reports of India 1951, P. 15

There was significant increase in percentage of literacy in all parts of India. In Travancore, the percentage of literacy increased from 23.9% to 47.7%, in the case of Cochin and Baroda, in increase was from 28.1% to 35.4% and 17.7% to 23% during 1931-41.
During War Period of 1940-44, the literacy movement was transformed into an officially sponsored stereotype activity. The Indian leaders also took more interest in freedom movement. The report of the post-war Educational Development in India, 1944, suggested a 25 year plan for the development of Indian Education. The problem of liquidating illiteracy and arranging for effective adult education would be possible only when there was a comprehensive system of national education. The Committee recommended a campaign approach and devotion of the first five years to necessary preparations. Campaigns and the initiatives of non-officials and increasing intensity of freedom struggle and awakening of the masses were some of the characteristics of post-war adult education.

Indian educators felt the need for a National Organisation for the development of adult education movement in India. A few adult Education agencies like the Bombay Presidency Adult Education Association, South India Adult Education Association and Bengal Adult Education Association had already extended their service in their respective areas. For having a central organisation, some of the adult educators founded the Indian Adult Education Society in Delhi in 1937 and the Second All India Adult Education Conference held in Bhagalpur which adopted the Constitution of Indian Adult Education Association. This Association was established in the year 1939 and organised Radio Talks in 1945 to popularise the movement through a number of ways. Thus in enhancing the scope and status of adult education in India, the non-governmental agencies, nationalist leaders and social reformers played a key role since 1920 to 1947.
The successful operation of the Mass Literacy Campaign during the period 1938-39 was a landmark in the adult education movement. In 1946 when the popular Ministries re-assumed in office, some progress was made regarding adult education movement during 1946-47.

2.2 Different Programmes of Adult Education taken after Independence:

The post independence period was characterised by public enthusiasm for nation building. Adult Education was renamed as "Social Education" in 1948 by the Union Education Minister, Maulana Abul Kalam Azad and laid more emphasis on the production of an educated mind among the masses. The Mohan Lal Saxena Committee redefined the objectives of Social Education in the following way (GOI, 1993, P.22):

a) To instil a consciousness of the rights and duties of citizenship and foster a spirit of service to the community;

b) To develop a love for democracy and impart an understanding of the way in which democracy functions.

c) To disseminate knowledge of the outstanding problems and difficulties facing the country and the world.

2.2.1 Social Education:

The Central Advisory Board of Education (C.A.B.E.) approved the scheme of Social Education in January, 1949 and discussed at the Provincial Education Ministers' Conference in February, 1949 for its implementation by the different State Governments. The new concept of social education shall cover the following five point programme:-
a) Promotion of adult literacy.
b) Improvement of economic efficiency.
c) Training for health and sanitation.
d) Training for leisure utilisation.
e) Training for democratic citizenship.

Adult Education in its new form will be able to raise the living standard of the people. A provision of Rs. 5 crores was earmarked for Social Education in the first five years plan. With the creation of a full fledged Ministry of Community Development and Cooperation in 1952 and integration of Social Education with the Community Development Programme, more effective attempts were made to solve the problem of illiteracy. The Community Development Programme aimed at community upliftment through community action, covering agriculture, irrigation, communication, education, health, social welfare, etc.

Social Education showed significant achievement during 1950's. Beginning with 55 selected blocks in 1952, Social Education along with community Development Programme extended to 4 lakhs villages by the end of second plan. During the First five Year Plan out of 6.7 lakhs illiterates enrolled in adult literacy centres, about 35 lakhs (52%) became literate and during the second plan nearly 40 lakhs attained literacy. Altogether, 63,000 community centres, 454 school cum community centres, 55,000 youth clubs, 100 libraries and 5 social education organisers training centres were also established during the First Five Year Plan (S.C. Dutta, 1986 PP 61-62). Some of the key national level institutions came up during 1950's viz, Literary House(1953), National Fundamental Education Centre (1956), and National Book Trust, Central Board of Workers Education (1957) (GOI, 1993, P.25).
Several agencies like Mysore State Adult Education Council, Jamia Millia, Indian
Adult Education Association etc. produced suitable literatures for neo-literates. The Ministry
of Education also instituted prizes to authors of the best books for neo-literates in different
Indian languages and organised workshops inliteracy journalism. Central Assistance was
also provided to voluntary organisations for the production of audio-visual aids, promotion
of workers education, development of adult school on experimental basis. (GOI., 1993,
P.25).

For well conceived adult education program, the role played by Maulana Azad,
the first Education Minister, active participation of N.G.O's and of eminent Adult Educators
like Mohan Sinha Mehta, T.A Kothy, B.N. Jha, etc. are worth mentioning. With multi-
dimensional development of Adult Education in India during 1950's the percentage of literacy
increased from 16.67% to 24.02% during 1951-1961. (Census Reports of India, 1981, P.14).
But at present, the two terms -social education and adult education are used interchangeably.

2.2.2 Wave of Functional Literacy:

The concept of functional literacy emerged during 1960's i.e. third andfourth plan
periods. The Second World Conference on Adult Education held in Canada in 1960 stressed
the importance of linking adult education to productive activity. The World conference of
Education Ministers on "Eradication of illiteracy" held in Tehran in 1965 also reaffirmed
the close link of literacy with social and economic progress. By means of functional literacy
the illiterate adults will be able to improve their social, civic and economic status.
The State of Maharashtra undertook "Gram Shikshan Mohim" (Village Education Campaigns) during 1960's under an enterprising official, BR Patil, the Inspector of schools. A number of eminent Maharastrians like S.R. Bhagwat, B.R. Ambedkar, B.G.Kher, B.G. Jagtap etc. made concerted efforts for the upliftment of socio-economic conditions of the illiterate poor through a variety of ways and means. This campaign won international recognition in the form of UNESCO Pahalavi Prize for literacy in 1963 and planning commission recommended for replication in other states.

Among the Indian Planners, Dr. VKRV Rao, an economist and a member of planning commission supported the idea of functional literacy in 1965. The conference of state Education Ministers organised by the planning commission in June, 1965, observed that many development schemes like agricultural production, family planning, Panchayat Raj institutions, etc. could not make advancement of Rural Population. The emphasis on functional literacy was fully endorsed by the Fourth Five Year Plan and the Education Commission 1964-66, by enabling to acquire sufficient mastery over the tools of literacy but also to acquire relevant knowledge for the improvement of the lot of illiterate masses.

Functional literacy is associated with the following objectives. To enable the farmers to (i) read and understand labels on fertilizers bags; (ii) Fill up loan application form, and other cards, (iii) keep simple account of operations and (iv) read and understand simple bulletins, newspapers, etc. Farmers Training and Functional Literacy Project (F.T.F.L.P.) was developed with the design envisaged by U.N.E.S.C.O. under World
Literacy Programme. This Project was in operation during 1968 to 1978 in the context of application of High Yielding Varieties of Wheat under Green Revolution. The project had three components, viz. (i) farmers training, (ii) functional literacy and (iii) Farm broadcasting. So the project was a joint enterprise of three ministries; Ministry of Food and Agriculture, Education and Culture, and Information and Broadcasting.

The Rural Functional Literacy Project aimed at training about 5 million farm families and imparting functional literacy to one Million adults at the cost of Rs. 90 million rupees. During the fourth plan Rs. 60 million in the Ministry of Education for functional literacy and Rs. 10 million in the Ministry of Information and Broadcasting for farm broadcasting were provided for this project (GOI. 1993, P.29).

During 1968 only three districts were covered by the project, but it expanded during the ten years and covered 144 districts by 1977. On the average 50,000 farm families attended the functional literacy class each year. During the Fourth Plan nearly 30 lakh farmers joined the functional literacy classes and the expenditure incurred was Rs., 80 lakhs. This project could enhance agricultural production during 1970. Functional Literacy for Adult Women was introduced during 1975-76, to impart non-formal education using functional literacy and to accelerate adult women in the developmental efforts of the community. By 1977, the programme covered 23 States and Union Territories. The scheme was implemented jointly by the department of Education and Social Welfare in the experimental Integrated Child Development Services (I.C.D.S.) project areas. Angalwadi
Workers also helped in this programme which included elements of health and hygiene, food and nutrition, home management and Child-Care, Civic and Vocational Education (S.K. Mohisini, 1993, PP 126-128).

The Progamme of Rural Functional Literacy was associated with the establishment of National Board of Adult Education (1969), Directorate of Adult Education (1971) and starting of non-formal education programmes. The Central Advisory Board of Education (C.A.B.E) at its meeting in Nov., 1974 recommended to give emphasis on the non-formal education and on other developmental schemes appropriate to rural and urban situations. During the Fifth and Sixth Five Year Plans efforts were made to integrate adult education with a number of developmental programmes. Some of the schemes/programmes approved by the Directorate of Adult Education, Government of India were Krishi Vigyan Kendras, Workers Education programme, Nehru Yuvak Kendra, Satellite Instructional Television Experiment, Shramik Vidyapeeth, Rural Welfare Extension and Family and Child Welfare Projects etc. Krishi Vigyan Kendras were for the rural youths to give technical literacy and work experiences. The Shramik Vidyapeeth were intended to give integrated education and various training courses to urban workers.

2.2.3. **National Adult Education Programmes**:

From 1975 onwards the concept of adult education was combined with the twin components of functionality and liberation. Paulo Freire's writings on conscientization approach and Declaration of Persepolis on International Literacy (1975), had great influence on the concept of human liberation and full development. The then Government of India
(Janata Government) gave top priority to Adult Education and formulated the National Adult Education Programme (N.A.E.P.) in 1978, with special emphasis on literacy, functionality and social and political awareness. The N.A.E.P. visualised that by means of adult education the poor will be able to take active part in the process of socio-economic development of the country rather than remaining as mere spectators. It was also assumed that the illiterates and the poor can rise to their own liberation through literacy, dialogue and action (N.A.E.P., 1978, PP. 4-5).

Initially the duration of the programme was 10 months. However, it was extended to three years after the review in 1980, which was to be operationalised in three stages. The first stage was for basic literacy for 300 to 350 hours, the second and third stages were of 150 and 100 hours respectively. The content of the programme for the first year included literacy, numeracy, knowledge about health, family life, vocations and laws relevant for family life. For second and third year programme the emphasis was on reinforcement of literacy, vocational studies and introduction of locally relevant reading materials for neo-literate classes (GOI, 1980 P.33).

During 1980's, there was expansion of University Adult Education in India under hundred percent grants under University Grants Commission. 93 Universities took up adult, continuing education and extension activities with extensive research work. With the launching of the Mass Programme of Functional Literacy in 1986 active participation of students of colleges and Universities increased. The expansion of Nehru Yuvak Kendras also provided room for the participation of non-students youths in literacy programme and other developmental activities, (GOI, 1993, PP 33-34).
22.4 National Literacy Mission:

The Seventh Five Year Plan (1985-90) envisaged the programme for training in functional skills, over and above literacy skills. The importance of literacy was re-emphasised by the National policy on Education 1986 and that adult education would be a means for reducing economic, social and gender disparities. National Literacy Mission (N.L.M.), 1988 tried to impart functional literacy to 80 million illiterates in 15-35 age group 30 million by 1990 and 50 million by 1995 through a variety of means. The focus of the Mission is on rural areas and particularly on women, persons belonging to the scheduled castes and scheduled tribes. The concept of functional literacy envisaged under NLM will include the following four aspects: (a) achieving self reliance in basic numeracy, (b) becoming aware of the cause of one's deprivation and moving towards and participation in the process of development, (c) acquiring skills to improve the economic status and general well being, and (d) imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norm etc. This expanded concept of functional literacy may be termed as "developmental literacy" which aimed at all round development of the illiterate masses and of the nation.

12.5 The Total Literacy Campaigns:

With the change in concept, the developmental Literacy has modified to make it a new movement through Total Literacy Campaign (T.L.C.). The T.L.C. Model has developed for achieving mass literacy from the experience of the Campaign implemented by the Kerala Shastra Sahitya Parishad (KSSP) in Ernakulam District. On 4th of February 1990, Ernakulam was declared as the
first fully literate district in the country, more than 1.5 lakh persons had been made literate by over 20,000 volunteers. Each volunteer had in around 240 hours of work over a six-month period. After the success of Ernakulam Campaign the all Kerala Campaign called "Akshara Keralam" (Literate Kerala) was launched. On 18 April 1991, Kerala was declared the first "totally literate state" in the country. The success history spread widely and more than 200 out of 466 districts in India have launched Total Literacy Campaigns by May, 1993 through the Bharat Gyan Vigyan Samiti (BGVS). A few of them are Burdwan and Midnapur in West Bengal, the Union Territory of Pondicherry, Narshighpur in Madhya Pradesh, Nizamabad in Andhra Pradesh, Sundergarh in Orissa, Bijapur in Karnataka and Pasumpon, Pudukotta and Kamraj in Tamil Nadu (IJAE Vol. 54 No. 4. P.17).

The Total Literacy Campaign approach constitutes the principal strategy of National Literacy Mission and its future action constitutes the following (P.O.A., 1992, P.41).

1. Basic literacy for about 200 hours spread over about six months to help a guided learning programme.

2. Systematic post literacy programme for about 50 hours spread over two months emphasising on self learning by making the learner self reliant, and

3. Self directed continuing Education through library service, newspapers for neo-literates, discussion groups and such other activities. This may include skill development programme or personal, social and occupational development.
The three innovative features of the TLC are (a) Mass Campaign approach, (b) Participatory approach and (c) Voluntary approach on the part of organizers, for specific target of illiterate population of the age group 15-35 years, with a time bound period of one year. Such factors as cost effectiveness, decentralised and non-bureaucratic character, mass participation, time bound nature, voluntary service and significant multi-dimensional societal impact make the TLC model attractive.

By opening more of Shramik Vidypeeths in Urban, Semi Urban areas, will facilitate in imparting vocational skill and information to the neo-literates. Neo-literate women will encourage in opening creches, day care centres etc. to help the working mothers while they are working in different offices, farms, factories etc. While upgrading the functional capabilities of neo-literates attention can be given on communication skills, survival skill etc. (P.O.A. 1992, P.51).

At the beginning of the 8th Five Year Plan the number of adult illiterate in the age group of 15-35 years was about 104 million. These illiterates would be imparted literary through various programmes undertaken by the voluntary agencies, educational institutions, industrial organisations, Nehru Yuvak Kendra, etc. The wide spread disparity in the literacy scenario in respect of a state, as also a district, between urban and rural areas, between males and females, would be narrowed down, with the operationalisation of the Total Literacy Campaigns.
The period from 1988 to 1993 covered by TLC include 7th Plan and first part of 8th Five Year Plan. During the 7th Five Year Plan, the plan allocation for adult education programme was Rs. 360 crores, but actual expenditure was Rs. 469 crores. During 8th Five Year Plan, the fund for adult education programme was Rs. 1807.64 crores. But these fund allocation of adult education for successive two five year plans were only 6% and 8% respectively of the total allocations for education in general. For 7th plan, the plan allocation for education was Rs. 6383 crores but the actual expenditure was Rs. 8540 crores. For 8th plan, the plan outlay on education was Rs. 21,217.01 crores (Report of the NDC, committee on Literacy. New Delhi, Planning Commission 1993, P.156). So, fund allocation for adult education needs re-evaluation to solve the aged old problems of illiteracy faced by the people of India.