CHAPTER - I
INTRODUCTION

1.0 The Need for Literacy

Literacy includes not only the three R's but also social, cultural and civic knowledge, attitudes and skills that are germane to the moulding of a human personality. “Literacy is a tool to be constantly sharpened and perfected so that it becomes a person’s constant companion” (Laubach, 1940). Literacy skills are fundamental learning tools and are therefore essential for further education and continual intellectual growth beyond minimal or survival levels.

Over the last 200 years, there has been a substantial increase in societal expectations concerning literacy and a substantial increase in actual skill levels. Rao (1966) said ‘without adult education and adult literacy, it is not possible to have that range and speed of economic and social development which we require, nor is it possible to have that content, or quality or tone to our economic and social development that makes it worthwhile in terms of values and welfare’.

Serious steps are taken towards adult education presently as adult literacy and adult education are not alternatives but two stages in education. Literacy is the first stage. It is an entry point and tool for acquiring information in the modernised society. Literacy as a qualitative attribute of the population, is one of the most important indicators of the socio-economic and political development of a
reveals the effort of the British towards a systematic colonisation and intensive circulation of practices.\textsuperscript{31}

Due to the demand of the East India Company for the payment of tribute, in recognition of suzerainty and for guaranteed monopoly in the delivery of spices, the local governments were forced to intervene in the field of rural economy by the promulgation of two laws; one introducing land tax and the other monopolising the spice trade.\textsuperscript{32}

By way of introducing land tax Verumpattam lessees \textsuperscript{\text{and Cochin}} (ryots) in Travancore, the British introduced the concept of exchange value into the rural economy. This was a major move towards the transformation of the traditional economic structure. Though the ryot tenants were only a small percentage of the total cultivators, the law made certain profound changes in the nature of transactions. The


\textsuperscript{32} Ibid, p.203.
of its aims. The Paris Declaration of 1985 recognizes literacy as a human right. It records that all illiterates must have “The right to learn, the right to read, the right to question and analyse, the right to imagine and create and the right to read one’s world and to write history”. “Complex technological and/or bureaucratic societies demand higher levels of literacy. However, even in rural areas of Asia, Africa, and Latin America, there is evidence of a growing determination to increase the level of literacy” (Resnick and Resnick, 1977).

Unesco’s Revised Recommendation (1978), defines a person as literate “who can with understanding both read and write a short simple statement on his everyday life”. According to the latest census definition, a person is deemed as literate if he or she can read and write with understanding in any language.

Literacy influences behaviour of individual family, community and society. It facilitates the emergence of desired effect in men and women who will then take part in the development process. We cannot ignore the need to equip the large mass of our people with the tools of literacy in the contemporary age where knowledge is power. Exploitation is maximum where people cannot read and write. These people are deprived of their minimum wages and even their access to the measures of limiting the population and health services etc. So reading, writing, and calculation are necessary for the more
rewarding forms of employment; without these skills, possibilities in life are narrowly circumscribe.

The UNESCO (1980) declares, “No country can use the benefits of science and technology on the scale necessary for its development if its population includes high percentage of illiterates. Moreover, in changing societies, the written word is one of the means whereby sense of cultural identity can be renewed and perpetuated.” According to UNESCO estimates, there are nearly 900 million illiterate men and women in developing countries not to mention the large number of functional illiterates in developed countries.

Table 1

Estimate Total Literate and Illiterate Populations aged 15 and over in developing countries, (1990)

<table>
<thead>
<tr>
<th>Countries</th>
<th>Literate (In Millions)</th>
<th>Illiterate (In Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Asia/Oceania</td>
<td>942</td>
<td>233</td>
</tr>
<tr>
<td>Southern Asia</td>
<td>341</td>
<td>398</td>
</tr>
<tr>
<td>Latin America/Caribbean</td>
<td>244</td>
<td>43</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>125</td>
<td>139</td>
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<tr>
<td>Arab States</td>
<td>64</td>
<td>61</td>
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Illiteracy as such is among the principal problems of all Third World countries. Invariably most of the third world has been in the hold of some colonial power or the other and this naturally had its plus and minus points. Countries like Burma, Malaysia, Vietnam, Indonesia, Sri Lanka etc., crossed the threshold point of 70% literacy less than two decades ago. Most of these countries have their own economic plagues and war crises. Even though India is equally equipped to counter illiteracy, the problem has been numbers. The World Bank Report on Challenge of Education, 1985, warned that India would have the largest concentration of illiterates in the World, accounting for 54.8 percent of the world illiterate population.

The Director General of UNESCO, in his introduction to the Draft Programme and Budget for 1981-82 made the following observation regarding the extent, nature, and urgency regarding illiteracy and the action at the national and international levels needed to overcome them.

"In point of fact, the persistence of illiteracy, which is a consequence of underdevelopment but also a major impediment to development, makes it impossible for millions of men and women to play an effective part in the shaping of their own destinies: it condemns to failure the battle against poverty, the elimination of inequalities, and the attempts that have been made to establish relations of equity between both individuals and nations (UNESCO, 1980)."
To Paulo Freire (1970), illiteracy is an imposed condition, the consequence and evidence of oppression. The goal of “cultural action”, the term Freire prefers to education or literacy work, is to overcome oppression through thought and action based upon a critical awareness of reality. Learning to read and write are not ends in themselves, but ways through which the oppressed come to understand their environment and learn “to hold history in their minds”. According to Jayagopal (1985) “Illiteracy as a mass phenomenon, blocks economic and social progress, affects economic productivity, population control, national integration and security and improvement in health and sanitation adversely”.

“Acquiring literacy is neither solely nor basically the process of mastering a means of communication, nor does it imply the mere gaining of a new mode of expression. Its true meaning in the passage from one type of civilisation to another, or more explicitly, the passage from an oral civilisation, with its accompaniment of traditions and customs, to a written civilisation with its own assortment of references, innovations, transformations on the basis of legality, and introductions to rational processes of perception and reflection. It is at the same time the passage from a society closed in upon itself to one which is necessarily open to the world. Its consequences are incalculable, very often in the short term and assuredly in the medium and long term”. (Legrand, 1970)
In fact, literacy is both the cause and effect of development and is directly related to them. Bowman and Anderson (1963), found that all countries with per capita incomes of US $ 500 or more had literacy rates exceeding 90 percent whereas all countries with per capita incomes below US $ 200 had literacy rates below 30 percent. It would be perilous to cite these correlations as evidence that literacy results in economic growth, but they are testimony that literacy and development go hand-in-hand. So linking literacy with development becomes an important activity for changing control and oppression into liberation and justice and for creating an equal society.

Literacy can enable every man, every woman, and every child in this society to be fearless and confident. This is the real definition of literacy as a tool for empowerment. Reading and writing skills should empower people to read and write their word, understand what goes on in their world, and where necessary, transform that world.

1.1 Historical Review of Adult Education Before Independence

"The tradition of adult education in India is as old as the civilization itself" (Bordia, 1973). Though no set pattern was employed most of the knowledge important to the masses in pre-independent India involved people like Kathakas who were storytellers and were professional men who gave instructions on religion,
civil and social values. Most of these people could read and write and were well-versed in Sanskrit and their vernacular literature. They recited from memory or read from books, religious stories and epic-poems. Over a period of time the masses were taught Ram-leelas and Keerthans which were the sole forms of education. Obvious lapses in this system included outdated styles and impractical education which did not stand up to the rigours of modernisation and industrialisation.

With the advent of the British Raj, the Bakthi Movement started to diversify into social awakening. In 1854, the East India Company took steps to develop an educational system for the country. This was in response to the results of the study undertaken by William Adam, considered to be one of the earliest to give definite figures to the state of literacy in India, which states that the literacy rate was about 6% in 1836-37 in and around Bengal and Bihar. A system similar to the operation of night schools in England during industrial revolution was followed in India through various difficulties and success was not uniform. Police educational schools were also setup in 1862-63 in the central Province. The Indian Education Commission (1882) reported that there were 134 night schools in Bombay, 223 in Southern division of the presidency, and more than 1000 in Bengal and 291 in Madras. The commission recommended the extension of this programme in all provinces. “The last 25 years
of regime of the East India Company was the period of crystallisation of the arms of British Education policy in India” (Bordia, 1973).

The set norms were beginning to yield results and by 1938 the Central Advisory Board of Education appointed Dr. Syed Mohammed as the chair person of the Adult Education Committee in its fourth meeting. The committee for the first time emphasised the need for training of the literacy teachers and included other aspects like motivation of adults, use of audio-visuals, programme for retention of literacy and continuing education. From 1937-47 adult education was accepted for the first time as a definite responsibility of the government and adult literacy was organised as a movement.

1.2 Historical Review of Adult Education After Independence

“The first important post independence development was the emergence of the concept of social education” (Bordia, 1973). The concept of social education included (i) Literacy, (ii) Extension, (iii) General Education, (iv) Leadership training and (v) Social consciousness. The Institution of social education included literacy classes which were carried out with the help of teachers and other literate persons in village schools. “Social Education came to be realised as a means of achieving social and economic development” (Mukherji, 1962). The original scheme of social education conceived in 1949 was modified by 1952 when it was integrated with the Community Development Programme.
Between 1959 and 1977 various efforts to pave the way for adult education were made. Maharashtra started it all by instituting the Gram-Sikhshan Mohim in 1959 as a step towards mass mobilization experimentally in Satara district, Bombay. Importance of literacy was stressed on teachers and villagers. The Campaign was extended to other districts in 1961. The Mohim Programme aimed at total eradication of illiteracy for 14-50 age-group by providing material and other library services for retention of literacy and bringing overall development for villages through Social Education Centres. The Mohim Programme during its peak years of 1961-63 covered 25 districts and made 1109 villages fully literate. The programme was of short duration and due to lack of systematic follow up it crumbled. The Education Commission (1964-66) recommended high priority for the liquidation of illiteracy and urged that Adult Education should be promoted both through “selective” as well as “mass approach”. It stressed the active involvement of teachers and students and the wider use of media for the literacy programme. It stated that education should be related to the life, needs and aspiration of the people so as to make it an instrument of socio-economic and political change.

With the advent of the Green Revolution, Farmer's Functional Literacy Projects were instituted in 1967 to educate farmers in high yielding cultivation areas. Training of farmer's through campaign, skits, puppet-shows and radio programmes was developed as means
to achieve the goal. By 1977, of the total 400 projects only 140 could be materialised. Though it could not be linked to literacy schemes/projects being funded under the Department of Education, the workers' education was implemented through the Central Board of Workers' Education and its institute. The scheme ‘Shramik Vidyapeeth’ of the Department of Education though a small one, linked literacy with vocational programmes on a very limited scale of intervention.

The Non-Formal Education (NFE) for Youth was started in 1975 with the objective of providing NFE to young people, relevant to their environment. It aimed at increasing functional skills of the learners so as to increase their productivity and social participation. It was started on an experimental basis, one project each in 100 districts. The programme received a setback due to inadequate financial allocation. The Rural Functional Literacy Project (RFLP) was a major centrally sponsored scheme started in 1978 for rural areas. The erstwhile Farmer's Functional Literacy Projects numbering 144 and 60 Non-Formal Educational Projects were merged into it. Further projects were added and the number of projects throughout the country in 1987 was 513, each having up to a maximum of 300 adult education centres having 25 to 30 learners.

The State Adult Education Programme (SAEP) also took up centre based projects in the states under the State Plan funds on
the lines of Rural Functional Literacy Projects. The Central Scheme of Assistance to Voluntary Agencies was revived to ensure greater participation of voluntary agencies. Under this scheme, registered societies were sanctioned centre-based projects for functional literacy and Post-literacy and they were allowed to run the projects in a compact area.

1.2.1 National Adult Education Programme (NAEP)

It was only in late 1970s the policy makers realised that the problem of illiteracy could not be tackled by over reliance on the success in Universalisation of Elementary Education. It was in this context that the massive scheme of National Adult Education Programme (NAEP) was launched by the government of India on 2nd October, 1978. It was launched to make 100 million adults in the 15-35 age group functionally literate within a period of 5 years, to impart literacy in the conventional sense, and provide functionality and awareness which were conceived as three integral components of this programme. Literacy meant acquisition of the skills of reading, writing and numeracy. Functionality implied the ability to use and apply the skills so acquired in day to day life with a view to promoting efficiency of the neo-literate. The social awareness component aimed at knowing, understanding and taking action on issues which affect the individual, the community and the society, so as to improve their quality of life.
This programme was implemented through the following schemes (10 month programme):

a) Rural Functional Literacy Project - Centre Sponsored Programmes.
b) State Adult Educational Programme - State Sector Scheme
c) Assistance to Voluntary Agencies - Centre Scheme working in the field of Adult Education
d) UGC assisted Adult Educational Programme through the Universities and Colleges.

The main objectives of the programme were

i) Literacy and Numeracy

ii) Awareness

iii) Functionality skills

Under NAEP, a project area was administratively and culturally homogenous and from 100 to 300 centres were run by the government or a voluntary agency. The major thrust of NAEP was the setting up of adult educational centres which provided not only literacy but programmes leading to awareness and functionality. The teacher / learner ratio was 1:30 and supervisor / teacher ratio was 1:30. The project officer / supervisor ratio was 1:3 for 100 centre
project and 1:10 for a 300 centre project. Under NAEP, the two approaches to literacy were the Centre-based approach and Mass Programme of Functional Literacy (MPFL).

In 1979, a Review Committee was set up by the government of India under the chairmanship of Dr. D. S. Kothari to review the NAEP. Based on the recommendations changes were made in the programme. The main changes were, (i) priority programme aimed at improving the literacy levels of women, Schedule Caste and Schedule Tribe (SC and ST) (ii) the committee laid emphasis on post literacy and follow-up programme with a view to ensure that the persons covered by the basic literacy programme do not relapse into illiteracy. The centre based programmes have been reviewed and evaluated between 1978-85 by several Institutes of social science research and other agencies and 80 evaluation reports were brought out.

An appraisal of the NAEP or centre based programme indicates that a total of 44.22 million learners were enrolled in adult education centres upto March 1988 as against the target of 100 million. On the basis of sample evaluation studies it was estimated that 45% of the enrolled learners would have attained literacy. So the level of achievement of this programme was only 20%, which is considered very low. It was an over ambitious programme for making 100 million illiterate people literate within a period of 6 years. The programme did achieve something.
1.2.2 Mass Programme of Functional Literacy (MPFL)

The Mass Programme of Functional Literacy was launched in May, 1986 in which a literate person was to teach 1-5 illiterates using the literacy kits prepared by the State Resource Centres for the purpose. The time of teaching was fixed according to the convenience of the learner. A learner was to be made literate within a period of about 90 days covering 150-180 contact hours.

The prime objectives of the programme were as follows:

a) It was not a mere literacy programme.

b) The programme aimed at upgrading the awareness of the people and improve their functional skills.

c) To enable the people to get over their own exploitation.

d) To increase their participation in the development courses of the country.

e) To enable them to take advantage of the various programmes and facilities created for them.

f) To improve their own health and the health of their family.

g) To improve their environment in which they live.

h) To enable the deprived weaker sections to improve their quality of life.
Under this programme the instructors were to come voluntarily from the student as well as non-student sector. Atleast 40% of the volunteers of NSS and NCC were used as instructors. In addition non member students of NSS and NCC were also involved. The programme involved 5 million students as instructors. The Mass Programme of Functional Literacy did not produce the desired result because of many factors. Prominent of these were lukewarm attitude shown towards the programme by the college / school principals and teachers and inadequate training of the master trainers. Even the training of the students was not always done. Absence of incentives was another reason for the disinterest of students towards the programme.

1.2.3 National Literacy Mission (NLM)

The National Literacy Mission was launched by the Prime Minister of India on 5th May 1988 as a societal mission and was based on the thorough analysis of the strengths and weaknesses emanating from reports from evaluation of the adult educational programme. It was set up in pursuance of the directive of National Policy on Education (1986) as part of an action to eradicate illiteracy by year 1995, to impart functional literacy to 80 million illiterates in 15-35 age group - 30 million by 1990 and 50 million by 1995. The target has since been revised to make 100 million persons literate during the VIII Five Year Plan i.e. between 1992 and 1997. The NLM has adopted
a campaign approach, the success of which rests on the mobilisation of social forces and on securing people’s participation.

The National Literacy Mission Authority (NLMA) was established as an independent and autonomous wing of the Government vested with full executive and financial powers in its sphere of work. The autonomy of the NLMA gave it the freedom to innovate, experiment, reach out to the people’s group and work with them in participation.

The objectives of NLM are:

(a) assured followup programme in the form of Jana Shikshan Nilayam, a permanent structure of the cluster of 5000 population of 3-4 villages (b) adopting area development approach (c) connecting important areas with the mission (d) creation of a national commitment (e) mass mobilisation and people involvement (f) developing learning packages (g) applying techno and pedagogy inputs (h) following efficient management and monitoring.

The objectives of NLM are highly commendable as they indicate a time bound and a target oriented approach. According to NLM document, Functional literacy implies (a) achieving self reliance in literacy and numeracy (b) becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organisation and participation in the process of development (c) acquiring skills to improve economic status and general well
being (d) imbibing national integration values, conservation of environment, women's equality and observation of small family norms.

NLM concentrates on 15-35 age group and focuses on rural areas, particularly women and persons belonging to Schedule Caste and Schedule Tribe. A societal mission like NLM depends much on active participation by the potential beneficiaries, literacy workers and the whole community at large. People's participation is a part of the total strategy for mass mobilisation for the implementation of Non-formal Education. People's participation is done through (a) Video and communication (b) Village Educational Committees (c) Jathas - Cultural caravans for new education (d) Youth training and development.

1.3 The Need for the Mass Campaign Approach

The National Adult Education Programme which was launched in 1978, failed to deliver the goods as expected. The centre based approach could not cover all the illiterates in spite of good planning and implementation. The Mass Programme of Functional Literacy (1986) lacked the expected voluntarism and teaching activities, and there was only a mild response for the programme. The defects of NAEP were avoided in the National Literacy Mission (1988). Though there was overall improvement in the rate of coverage, it
fell very much below the targeted figure. As a result the mass campaign approach was the only alternative left.

A mass campaign is an organised large scale series of activities focused intensively on a set objectives to be achieved within some pre-determined period of time. A campaign is in the nature of a crusade. The mass literacy campaign is the only approach commensurate with the scale of problem to be confronted. The campaign is for literacy but its essence is social mobilisation.

A literacy campaign is completely different from a literacy programme. The duration of the campaign may vary from place to place depending upon the intensity of illiteracy, the method and absolute numbers to be covered. The Modern World, with its advancements in science and technology, requires literate persons who can participate meaningfully in all the activities in the nation. Only the literate individuals can keep pace with the fast changing socio-economic scenario. Equality of human rights can be achieved only when there is literacy. In the developing Indian economy, the need for mass literacy is thus very acute (Bhola, 1990).

The mass campaign is built on motivation, comparatively cheaper and of short duration. A review of international scenario indicates that mass campaigns have been highly successful in a number of countries, starting with the Russian experiment. Ernakulam was a bold experiment in this country. The Arivoli Iyakkam in the state
of Pondicherry indicated that total literacy is possible under campaign approach.

The innovative teaching-learning approach called Improved Pace and Content of Learning (IPCL) was incorporated. It is based on instructional materials relevant to the needs/interests of the learners, given to them in integrated form ensuring timely supply, and motivating learners at a faster pace and in a shorter duration. The IPCL primers integrate the components of Reading, Writing, Numeracy, Exercises etc. and aim at achieving the level of literacy mentioned in NLM document.

1.4 Total Literacy Campaign (TLC) in India

After experimenting with successive and alternative models of Adult Literacy and Educational Programmes, the Total Literacy Campaign (TLC) was launched in the country. It is a time bound programme to overcome illiteracy and mobilisation of people belonging to all sections of society. The aim of TLC was to provide education to all children and adults who have been denied the opportunity. The objective is to achieve 80-85% literacy in each target focus group. The project concentrates on the adults in the age group 15-35 with special focus on women, girls and Schedule Cast and Schedule Tribe.

The Total Literacy Campaign currently is being implemented in about 258 districts all over the country. At the macro level, the
apex body, NLM, approves TLC project proposals from individual districts and oversees the progress of the programme throughout the country. At the micro level it is implemented by the Zilla Saksharata Samiti (ZSS), a registered society headed by the district collector. The literacy campaign projects are generally sanctioned to Zilla Parishad Saksharata Samitis to take up entire districts or parts of the districts under the literacy campaign. The funds of the literacy campaign are provided directly to the Zilla Saksharata Samiti which are registered organisations, with the collector as the chairman, but consisting of representatives from various sections and interest groups in the district with balanced representation from both official and non-official persons.

The general strategy adhered in accordance to NLM norms is to follow a four-tier structure within each area as the programme operates in a specific area. This structure envisages training of Key Resource Persons (KRP) at the district level, Resource Persons (RP) at the sub-district level, Master Trainers (MT) at segments within sub-district unit, and Voluntary Teachers (VT) at village or sub-village levels. One of the highlights of TLC is the active involvement of community, students and youth, elders, women activists, voluntary workers, and the persons who are expected to benefit from the literacy campaign. The essential prerequisites of TLC like mobilisation of public opinion, involvement of educated people as volunteers and instructors, intensive publicity throughout the
programme and utilisation of all kinds of media and art forms become a key factor for the success or failure of TLC.

Under the TLC, 238 literacy projects were sanctioned and were implemented in 258 districts of which 224 fully and 34 partly. Out of the 238 projects sanctioned, 100 projects are so far reporting achievements for book III, 40 projects have so far completed first six months period and are progressing steadily and the remaining 98 projects are new and at the initial stage. Regional disparities have not only persisted, but have widened. The state of Kerala has a literacy rate of 91% and on the other end of the spectrum Bihar has the lowest literacy rate of 38.54%, followed by Rajasthan with 38.81%. Female literacy remains abysmally low in the states of Rajasthan, Bihar and Uttar Pradesh.

The literacy projects in Kerala and Pondicherry were completed successfully long time back. States like West Bengal, Tamil Nadu, Karnataka, Andhra Pradesh and Gujarat among the non-Hindi speaking states have done good work in the literacy phase of the campaign. States like Assam, Bihar, Orissa, Jammu and Kashmir, Rajasthan and Uttar Pradesh need to make special efforts to step up the performance of the TLC projects.

Before launching the literacy campaign in Kerala, two experimental literacy campaigns were undertaken in Kottayam a municipal town and in Ernakulam district. Kottayam experiment which was
named as PELCK (People's Education and Literacy Campaign, Kottayam) was implemented by the National Social Service (NSS) unit of Mahatma Gandhi University, Kottayam, in collaboration with the Kottayam Municipality. This literacy campaign aimed at achieving total literacy in 100 days. 2209 persons were made literate. The method adopted was 'each one teach one'.

The second experiment was conducted in Ernakulam district under the leadership of a committed district collector. Ernakulam became the first literate district in India and out of 25 lakh people between the age group of 5 and 50 in the district, 98.5% are literate. This was achieved through a massive literacy campaign - with the caption 'OPERATION FLOODLIGHT', launched in 1986. This campaign was a unique one as an experiment in illiteracy eradication. It had the support and participation of all people of the district. The Ernakulam Campaign was marked by a close cooperation between the district administration and voluntary agencies, the foremost among them being the Kerala Shastra Sahitya Parishad. The campaign relied more on person to person contact when compared to other types of media used like print, audio, audio-visual and traditional methods. In April 1991, the entire State of Kerala was declared fully literate. The literacy campaign created a lot of confidence in the people not only in the State of Kerala but throughout the country. The Kerala campaign set an example for the whole country to follow.
The Ernakulam success was followed by the success stories of 13 districts of Kerala, Pondicherry, Dakshin Kannada and Bijapur in Karnataka, Chittoor and Nellore in Andhra Pradesh, Midnapur and Burdwan in West Bengal. By the middle of 1993, there was a shift from high literacy rate districts to the low literacy rate districts of the northern belt of Hindi speaking states where voluntary work was difficult.

The Bharat Gyan Vigyan Samiti (BGVS), a non-governmental organisation funded by the NLM on August 1989 was entrusted with the responsibility of creating environment for literacy through Kalajathas or cultural caravans followed by a country wide cultural literacy campaign in the International Literacy Year 1990, known as Bharat Gyan Vijayan Jathas (BGVJs). Self evaluation of the learners was facilitated by exercises and tests at the end of each lesson in the primers which had 3 periodic tests and the completion of the terminal test of each primer $T(3)$, $T(6)$ and $T(9)$ represented achievements at levels 1, 2 and 3. The terminal test $T(3)$, $T(6)$ and $T(9)$ were used for the internal evaluation of the campaign. In some states for quick assessment of learning outcomes and achievement levels in the district, joint evaluation teams were constituted from external agencies under instruction from NLMA. Some of the Social Science institutes such as Indian Statistical Institute, Calcutta, have already started doing impact studies after 1 to 2 years of TLC completion.
in order to assess the impact on the quality of life indicators as a result of literacy campaign.

1.5 Total Literacy Campaign (TLC) in Tamil Nadu

As a part of the International Literacy Year celebrations held in January 1990, at Madras, a decision was taken to launch Total Literacy Campaign in selected districts of Tamil Nadu from 1990-91. The proposal was to achieve total literacy among the age group 15-35 by the end of 1995. A three phased TLC strategy was drawn up. Seven districts were covered in the first phase during 1991-92, benefitting 17.80 lakh illiterates. Six districts were covered during the second phase benefitting 25.15 lakh illiterates. In the third phase, the campaign was to cover 9 districts during 1993-94, to benefit 37.54 lakh of illiterates. The perspective plan for eradication of illiteracy in Tamil Nadu during the eighth five year plan aimed to cover the entire state of Tamil Nadu. The Tamil Nadu Literacy Mission Authority (TNLMA) headed by the education minister provides guidelines and support necessary to motivate the district administrative authorities to implement the literacy campaign successfully.

In Tamil Nadu, the TLC is implemented in all the districts through District Literacy Councils headed by the district Collectors in co-ordination with all departments. The primers used in TLC were designed by the State Resource Centre, Madras, as per IPCL norms
and contain basic ideas of sustained development. The TLC was launched initially in 8 districts in the State to help the underprivileged communities. Out of the 21 TLC projects sanctioned now, all the 11 districts are covered fully. Ten projects are under the literacy phase. They have completed the literacy phase in Kamarajar, Pasumpon Muthuramalinga Thevar, Pudukottai, Kanyakumari, Madurai, North Arcot Ambedkar, Kattabomman, Ramanathapuram, Nagapattinam, Quaid-e-Millat, Coimbatore and Dindigul Anna districts. Steps are being taken to launch TLC in Madurai and Ramaswamy Padaiyachi districts.

1.5.1 Total Literacy Campaign by Voluntary agencies in Tamil Nadu

The Government of India on March 1992, decided to bring voluntary agencies into the fold of TLC in selected districts. As a result, three districts namely Madras city, Trichy and Chengai-MGR were chosen in Tamil Nadu and 10 voluntary agencies which had an area of operation in these 3 districts were given grant to run Adult Education Programme through the volunteer based approach. The agencies implemented the campaign in one to four phases depending upon their manpower, infrastructure etc. The implementation of the campaign by these voluntary agencies in general were sincere and result oriented.
1.6 The Need for Post-Literacy

Every literacy action must be conceived as a departure point to initiate a permanent educational process for the people and not as an end point. It must guarantee continuity so as to take advantage of the operative and organised network set up for the literacy campaign and the education status of the people. One of the most complex period is the transition from the literacy to the Post-literacy.

While Total Literacy Campaigns using people’s participation and voluntary involvement have indicated that major increases in literacy level is possible, the major challenge of Education For All is Universalisation of Elementary Education (UEE), Post-literacy and Continuing Education.

Past experience and studies have shown that lack of suitable Post-literacy activities has been a serious drawback of the Adult Education Programme not only in our country but in other developing countries as well. Although the awareness regarding the importance of Post-literacy has not been lacking in us, these programmes could not be systematically undertaken with care.

Post Literacy Campaigns (PLCs) were conceived as a set of supplementary and follow up measures for reinforcing literacy and numerical skills gained in Adult Education Centres, so that a neoliterate does not relapse into illiteracy. In recent years, there is a shift from mere literacy retention activity to the continuity of the
India Company to suit the varied conditions and circumstances.\(^8\)

So, to the British, controlling the Indian states was as important as administering the rest of India. The transformation of independent Native States to that of dependent states was made gradually and in stages.

The Madras Presidency had five Native States under its political control. They were Travancore, Cochin, Pudukottai, Banganapalle and Sandur. Of these, Banganapalle and Sandur were ceded territories by the Nizam of Hyderabad and the Marathas of Tanjore respectively. The rulers of these states were mere Jagirdars who were raised to the position of Princes by the British, as reward for their loyalty to them during their struggle for supremacy in the South. Sandur was the smallest among the five states in political relations with the government of Madras Presidency. It covered an area of

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particular never stops at any point of time in one’s life. The adult is always learning, in every way and through every format available.”

Hence Post-Literacy Campaign is most essential to the neo-literates to facilitate strengthening their fragile literacy and thereby increasing their talent in education and life. We have not only to make people literate but also keep them literate.

“Education provided to adults should aim not only at making individuals more useful members of the society, but also help them to improve their economic position. It should be practical, geared to the aspirations and cultural milieu of the target groups. The objectives of such an education should be, not only to make adults literate, but also to make them permanently literate in order to enable them to benefit from further education (Gill, 1991).

There are many examples to show that the good portion of the learners who have acquired literacy during TLC relapse into illiteracy. The use of literacy skills becomes a major focal point. The literate people do not use the 3 R’s and do not get many opportunities to utilise the skills acquired. Due to their inferiority complex they do not even speak or express what they want to and prefer to be dependent on the dominant groups. They live in such a condition that the application of the literacy skills becomes very difficult. The process of literacy is not an automatic one as far as
came to an end, Col. Munro recommended the restoration of Sandur to Shiv Rao in 1818. But a formal *Sanad* was issued in 1826, which conferred upon him and his heirs, for ever, the *Jagir* of Sandur, free of all pecuniary demands on condition of maintaining faithful allegiance to the British government.\textsuperscript{12}

Banganapalle was the only Muslim state under direct political relations with the government of Madras. It covered an area of 255 sq. miles with a population of 39,218. Like Sandur, the Raja of Banganapalle did not pay tribute to the British. This Jagir was originally granted to Mohammed Beg Khan, the eldest son of the Grand Wazir of Aurangzeb. At the treaty of 1800, it was conferred to Muzaffar Mulk, and his heirs in perpetuity, with the approval of Mysore and Hyderabad. The family enjoyed uninterrupted possession of the *Jagir* till 1825, when in consequence of the disorders which prevailed and the frequent complaints received against the

Jagirdar, the British decided to annex the Jagir and an allowance to be made to the members of the family for their subsistence.\textsuperscript{13} This act of the British was condemned by the ruler as a breach of the treaty of 1800.\textsuperscript{14} However, on the ground of the clarification obtained from the Resident at Nizam’s Court, that Banganapalle was not part of the ceded districts, the British refused restoration of the Jagir. Until 1848, the Jagir was under the Collector of Cuddapah, for the recovery of all dues and afterwards it was restored to Hussain Ali Khan, the eldest surviving heir. He was succeeded by his nephew, Gulam Ali Khan in 1849, to whom \textit{Sanad} was issued conferring on him and his heirs the rights and privileges with civil and criminal justice except involving capital punishments. In 1862, the right of succession was granted according to the legitimacy of Mohammedan law.\textsuperscript{15}

\textsuperscript{13} Ibid. F.N. Sketch History.

\textsuperscript{14} It was said in the 6th article of the treaty of 1800 the Jagir was ceded in perpetuity to the ruler.

\textsuperscript{15} Maclean, C.D., Op.Cit. FN Sketch History.
The Tondaimans of Pudukottai were well known for their friendship with the British. The British treated the Raja of Pudukottai as the most 'trusted friend' and 'confidential ally'. Being an Arasu Kavalkkaran of the Nawab of Trichinopoly, he discharged his duties with sincerity to the Nawab and the British, until the latter organised a proper police.16

The first connection of the British with the chief of Pudukottai started in 1753, during the siege of Trichinopoly,17 when the British army relied upon his fidelity and exertions for provisions. Subsequently, he was very helpful against Hyder Ali and in their operations against Sivaganga and Poligars of Madurai and Tirunelveli,18 He was also responsible for the capture of Kattabomman of Pancholam Kuruchi. In 1803, he received as a reward for his

18 Ibid.
ment, and stabilisation of literacy skills as well as their upgradation, and improvement of functional skills.

**Application:** The literacy acquired should be applied to the neo-literatees' living and working condition in the absence of which their acquired literacy and functional skills goes waste. It also creates awareness of public policy which could lead to a qualitative improvement in working and living conditions. Skills in this context imply both reading, writing and computational skills as also communication skills, vocational and survival skills. Awareness of public policy would imply an awareness of the age of marriage, age of employment, minimum wages, anti-dowry laws, untouchability, provision for child marriage act etc.

**Communitisation:** The process of positive socialization and use of communication skills for individual and group assertion is called communitisation. It takes the shape of group action for the improvement of environment, of vitalization of community forums and popular organisations for securing social justice. Communitisation is the means by which the individual acquires a new identity.

1.7.1 Post Literacy Campaign for Children (9-14 age group) and Adults

As part of the Total Literacy Campaign, the children also attain the same standard in literacy which the adults acquire. However,
adults soon become self-reliant in literacy. In the case of children, the same 'fragile' literacy disappears if more durable and longer duration of exposure to learning experiences is not planned. The children who complete TLC cycle and reach NLM norms join the reorganised Non-Formal Education course. This course has four phases, the total duration being three years. Since the first year is meant for TLC, the remaining two years or phase II, III, IV constitute the Post-literacy phase.

The Post Literacy Campaign for adults aims at providing four basic skills, i.e., Life Skills, Survival Skills, Communication Skills, and Vocational or Entrepreneurial Skills.

**Life Skills:** Post Literacy Campaign helps the neo-literates, to use their literacy skills for improving their living style and acquiring more information on issues which reduce drudgery like use of biogas, repair of gadgets, smokeless chulha, conservation of food, etc.

**Survival Skills:** PLC helps the neo-literates to withstand the vagaries of nature - earthquakes, floods, drought and to acquire better control over the situations leading to atrocities, exploitation etc.

**Communication Skills:** Through PLC the neo-literates acquire an ability to articulate their feelings and develop confidence. They also acquire awareness about public issues like dowry, minimum
wages, prohibition laws etc., that enable them to participate in the developmental process.

Vocational Skills: Post-literacy as a tool of empowerment and as a method of poverty alleviation recognizes the need to give greater economic stability to neo-literates, through training for income generation, self-employment etc.

1.7.2 Organisational Strategies for Post Literacy Campaign

Dr. Dave, an international authority on Post-literacy has repeatedly emphasized that the major reason for the relapse into illiteracy is the gap between the end of literacy and the start of Post-literacy. As a result it is essential to ensure that no gap exists between the literacy and Post-literacy phase. The longer the gap, the more the relapse into illiteracy. Even a gap of six months is enough to make it almost impossible to start Post-literacy. Studies reveal that the period of completion (TLC) varies among learners. Some take 5 months to finish while many take six to eight months and a few of them may take over a year in places where organisational weakness exists. A campaign like Post-literacy cannot wait for all learners to finish because the already motivated learners need to continue the literacy programme in the absence of which they lose motivation and interest.

Planning for Post-literacy must begin well before the completion of Total Literacy Campaign so that there is continuity in the cam-
campaign and the problem of neo-literates relapsing into illiteracy is avoided, as a result of the break in the learning process. The basic objectives in the planning of Post-literacy is to ensure retention of literacy skills, provision of facilities to enable the learners to continue their learning beyond literacy and to create scope for application of the learning for improvement of their living conditions. The best period to start PLC is when 1/3rd of the neo-literates are perceived to have attained NLM norms. The actual implementation of the PLC programme will only start on completion of primer III.

There is a transition in Post literacy from one volunteer to ten learners, to a clustering of 3 to 4 centres that is called Post-literacy (PL) circle and 30 to 40 neo-literates attend the circle thrice a week. The neo-literates are guided by one of these volunteers (guides). The literacy centres are slowly converted into a circle. The circle emerges from the third month of the literacy phase. The emphasis is on classes or groups instead of individual learners. The guide keeps the neo-literates together as groups so that Post Literacy Campaign can be carried out successfully. They also help the neo-literates in groups to achieve their objective. Apart from providing individual support, the guides establish communication links between guides, neo-literates and other educational agencies.

1.8 Post Literacy Campaign in India

The NLMA reports that a total of 77 Post-literacy projects have been sanctioned so far covering 100 districts fully or partially. Out
of 77 projects sanctioned, 53 projects (including 1 project which is yet to be approved) are reporting progress and reports from the remaining 25 projects are not yet received. The number of neo-literates in sanctioned projects now stands at 156.69 lakhs out of whom 112.09 lakhs neo-literates (71.54%) have been enrolled, and 57.43 lakhs (36.65%) are participating in the campaign.

1.8.1 Organisational and Administrative Structure of Post Literacy Campaign

The organisational structure and strategy for Post-literacy are largely influenced by the forms and experience gained from TLC. The TLC management structure like participatory committees, full time workers and supporting government staffs at each level continue in PLC also except for certain organisational changes, especially at the village level.

The Zilla Saksharata Samiti (ZSS) at the district level is responsible for the promotion and is one of the main implementing agency of PLC. It comprises of the General Body, and the Executive Committees that function in keeping with the Post-literacy objective. The development of group of persons at the district level for the resource material production and to make available adequate resource inputs for neo-literate newspapers and newsmagazines forms an important activity. At the Block/sub-block level, the participatory committees, full time workers and government structure continue to
play an important role in monitoring the campaign and providing resource input.

The Saksharta Samiti at the district level and peoples' committees at the block/mandal, panchayat and village level continue to provide leadership and direction for the Post Literacy Campaign as in the TLC. The District Resource Unit at the district level existing either independently or as part of the District Institute of Educational Technology is responsible for providing technical and managerial support to PLC on the advice of Zilla Saksharata Samiti.

![Diagram of the organizational structure of the Post Literacy Campaign](image)

- District Level Co-ordinator
  - Co-ordinator-Training & Materials
  - Co-ordinator-Motivation and Mobilisation (Jatha and Non Jatha)
  - Co-ordinator - MIS & Documentation

- Block Level Office
  - Block Co-ordinator
  - APC's (Assistant Project Co-ordinator)
  - Panchayat Organiser or Primary Co-ordinator

- Post-Literacy Nilayam
  - (5 to 10 Nilayams)

- Post Literacy Centre
  - (10 to 15 PL Centres)

- Post-Literacy Circle
  - (4 to 5 Circles)

- Post literacy Circle Guide
  - (3 to 4 Literacy or Organiser centres)

- Neo-Literates
  - (30 to 40 learners)
The NLMA visualises the PLC to be group managed and voluntary based. Location for PLC is provided by the Village Committee and cost per learner is to come to Rs. 30 to 40. The ZSS, besides management issues are taking up the role of providing opportunities for skill development, preparation of about 40 to 50 graded books, wall newspapers etc. In some cases it has working arrangements with newspapers to have neo-literate sections designed in the pattern of children's section. E.g. Eenadu and Andhra Prabha of Andhra Pradesh, Anand Bazaar Pathrika of West Bengal and Malayala Manorama of Kerala. The participating committee, full time workers and government structure play an important role in monitoring the programme and providing resource inputs at the Block and Sub-Block levels.

Kerala was the first state in India to launch PLC. In Kerala, the institutional structure for the PLC was provided by literacy circles. Three to four nearby literacy centres were clustered into a literacy circle, which was the activity centre for implementing the PLC. In order to have all round development, 4 forums were formed as part of each literacy circle. They were Developmental Forum, Education Forum, Women Forum and Cultural Forum. In order to co-ordinate the activities, the literacy circles in panchayat areas were established. The literacy circles were looked after by voluntary convenors. As lakhs of illiterates and semi-literates still remain in Kerala, literacy centres also function along with the literacy circles. There are about 25,000 literacy circles in the state.
1.8.2 Supplementary Reading Materials:

One of the primary objectives of PLC is to enable neo-literates to consolidate their literacy skills and to further upgrade these skills so as to become autonomous learners. The neo-literate materials are so designed and graded that the transition from the stage of neo-literacy is facilitated. This is important since materials are used in both structured as well as unstructured situations. Structured situation refers to organised learning where primers (PL-1) and supplementary reading books designed to gradually achieve the advanced levels of competencies are used. Unstructured situations refer to widely differing literacy abilities necessitating provision of a wide range of reading materials suited to the needs and interests of neo-literates.

The materials for neo-literates facilitate smoothly phased development of general educational competencies in terms of reading, writing, numeracy and mental skills. They enable the neo-literates to gradually proceed to more advanced levels of learning in any area of their interest or need. Reading materials enable the neo-literates to add to their knowledge as well as provide them reading pleasure.

1.8.3 Training in Post Literacy Campaign

Training as a continuous process assumes prime importance in PLC. The design of training of Post-literacy workers is different
from the training organised for literacy volunteers/instructors. The
District Resource Unit, the ZSS and the SRC organise the training
programme. A Post - literacy training programme is aimed to make
the Post-literacy circle guides capable of implementing various learn-
ing strategies to develop the necessary literacy and numeracy skills
and the specified functionality and awareness in the neo-literates.

The training programme focuses on the processes of:

- instilling greater confidence among neo-literates to learn
  further;

- transaction of specific materials designed for neo-literates;

- enabling learners who are yet to achieve NLM norms to
  achieve it;

- organisation and conduct of discussion groups,
  charchamandals, kathavachans;

- integration of developmental, social and economic
  programmes with Post-literacy;

- identification and initiation of group action.

Training of the key persons are of two types. General ori-
entation of Post literacy and specific orientation on specific issue
/problem for the development of a related skill. General orientation
includes concept, methodology, teaching / learning materials, moni-
toring and evaluation and training the persons. Under specific orientation - leadership training programme, Panchayat Raj, health, law, rural development scheme, women and child care, population education, environmental education and nutrition are included.

1.8.4 Integration with Development Department

Each Post Literacy Campaign is suitably integrated with the programmes of other development departments that provide facilities in terms of space for the learning centres. They also impart training to the beneficiaries of the Post Literacy Campaign and provide literature on activities/programmes being undertaken by them. Moreover they meet and talk to the neo-literates at the Post-literacy circles to understand the real situation in which they have been placed and to provide support service to minimise the rigours and hardship of their existence.

- Schemes/programmes of TRYSEM, DWACRA, SCYTES, etc. are suitably interlinked with Post-literacy so that the facilities under these schemes are available to the neo-literates.

- Newspapers for neo-literates, neo-literates' newsletters, wall papers, periodicals, magazines, etc., form a part of supportive learning strategy.

- The employers, trade unions and the government departments/undertakings provide facilities of reading rooms, libraries, etc. for the neo-literates.
invasion from Mysore and internal military risings, negotiated for mutual help with the English, in case of eventualities. However, during the course of events in the ensuing years, under the terms of mutual trust and respect for each others independence, the Raja of Travancore incurred all the military expenses including that of the British during the Anglo Mysore wars. Therefore, the imposition of subsidiary treaty on Travancore, which enjoyed an independent position at the time of its execution was definitely a betrayal of friendship. In the following chapter, the nature of betrayal is analysed.
Some districts have adopted the innovative strategy of collecting riddles and stories from among the neo-literates and compiling them in the form of small booklets for using in literacy centres to keep them lively.

1.9 Post Literacy Campaign in Tamil Nadu

There cannot be a uniform strategy for Post-literacy all over the country as different states may follow different strategy and within states different districts may also show variation in the approach they adopt as each project has to take into account the specificity of the district, achievement levels of learners in the literacy phase, learners' needs and aspirations and the available material and human resources which can be mobilised for the project.

In Tamil Nadu, the PLC is in operation in 11 districts. It is unique in every district and some districts have integrated health messages in the PLC while others have integrated women leadership. The 11 PLC districts in Tamil Nadu are Pudukottai, PMT, Kamarajar, Kanyakumari, Thirunelveli, North Arcot Ambedkar, Madurai, Ramanathapuram, Nagapattinam, Quaid-e-Millet, Coimbatore and Dindigul Anna.

PLC was launched on 2nd October 1992 in Pudukottai district. “Thina Thanthi” a popular Tamil daily newspaper brings out a weekly two page pull out called ‘Arivoli Solai’ on Arivoli, every Tuesday which covers all the welfare, development and educational
subjects. A health campaign has been launched to achieve the goal of "Health for all by 2000 AD" as part of PLC. Contests for neoliterates on reading, writing, oratory and singing have been organised at regular intervals at the district, block and village levels. The Arivoli Youth and Student Forums have established literacy walls with a few individuals circulating handwritten newspapers among the neoliterates.

In Kamaraj district, six campaigns - health, legal literacy, freedom struggle, disaster management, small savings and water management in agriculture - have been integrated with the PLC. Every panchayat co-ordinator is opening a library. Functional skills have been imparted to panchayat and village level functionaries of Arivoli. In the matter of academic experiments and production of books for the neoliterates, the performance of the district could match any district in India.

In Kanyakumari district, during PLC, a 'Literacy for All' campaign was carried out to teach the illiterate who were not covered by the TLC. In addition, tree planting campaign - one neoliterate one tree, immunization campaign, small savings campaign, family welfare campaign, universalisation of elementary education have also been planned during the PLC. The PLC will cover 12,000 dropouts / non-enrolled, 8000 in the 9-14 age group, strengthening, and consolidating, learning to application, literacy to development, literacy to income generation and literacy to health.
PLC was started on 15.4.93 in Tirunelveli district. A weekly broad sheet ‘SARAL’ for neo-literates and ‘Arivoli Sudar,’ a monthly bulletin for guides are being printed and issued. In some areas, various self employment schemes are conducted for the neo-literates. Special features of PLC in the district include campaign to popularise government welfare schemes, equality of women and ‘People’s Health in People’s Hands’ campaign. Nearly 5 lakh people have been trained to sign and to write some useful words through ‘Karpor Kaiyevhuthu Iyakkam’. Competitions have been conducted and group houses have been built for neoliterates and are given priority in granting benefits through IRDP schemes. In addition, 250 neo-literates have been issued new ration cards through Arivoli Iyakkam and about 1000 neoliterates have so far been trained in manufacturing blue liquid, washing powder and washing soap and in book binding. In Melapalayam Municipality which is traditionally a muslim populated area, Arivoli centres have been opened in almost all streets and the muslim women have shown great interest in learning. They also address large Arivoli gatherings.

On March 7, the PLC was formally inaugurated in Madurai district by Hon’ble Chief Minister, Dr. J. Jayalalitha. Apart from reading primer - 4, the neoliterates learn from ‘Thendral’, a Post literacy journal published once a week. The neo-literates, with the help of guides have started learning sewing and have started manufacturing small commodities like combs, baskets, mats etc.
catering to the needs of the villagers. The neo-literates conference have been held at more than 75 sub block centres with the intention of grooming them as leaders and resource persons.

In North Arcot Ambedkar District a broad sheet ‘Puthu Vellam’ is brought out by the district every month. The district has bagged the Malcolm Adiseshiah Award for effecting maximum number of enrolment and evolving the best kind of monitoring systems. Ramanathapuram district is one of the two districts selected by the Rajiv Gandhi Foundation for opening rural libraries, so as to provide every village with a library during the Post literacy phase.

1.9.1 List of Topics for Preparation of Books for Neo-literates

The purpose of neo-literate literature is to help the adults to sustain the newly acquired literacy skills and to help them acquire knowledge and understanding about matters of utmost importance in their living in order to help them to improve the quality of their lives. The topics of books for neo-literates have been divided under five broad areas - Individual and Society, Individual & Family, Culture and Recreation, Health and Hygiene, Employment and Vocational Development. They reflect the contents of functional literacy which the neo-literates are expected to attain, inter-alia through the books made available to them. Quite a few books have been produced in the form of fiction and folk and traditional formats which make reading interesting and easy. Emotional appeal, realistic
approach, familiarity of the style of communication, and variety in presentation are the indicators of the mode of presentation that would make it interesting.

1.9.2 Name of the Post-literacy Books Published by State Resource Centre (Tamil Nadu)

The State Resource Centre, Madras, is well versed in preparing literacy books and they have brought out many valuable books to be used in the Post-literacy phase. Some of the titles are:


1.9.3 Post-literacy books on Population Education

Population Education messages have been integrated in the Post-literacy books and SRC, Madras, has also brought out a few titles
carrying population messages directly. Bethiyin Seithi, Gopalin Kathai, Koondukili, Ammavum Arumugamum, Nala Vazhvu, Sumai, Anum Pennnum Samam, Puthumai Penn, Velicham, Siru Kudumbam Singara Thottam are some of them.

The solution to the problem of Post-literacy is the development of a literate and literacy-sustaining society which involves a profound cultural change in the information needs people have and the manner in which they seek to satisfy them.

If the PLC is a success in any district in spite of the bottlenecks, it is mainly due to the driving force of the respective district collectors, and the various functionaries involved to keep the campaign moving. The pillars of the campaign are the Arivoli functionaries, who are mainly responsible for the implementation of the campaign and for converting the Post-literacy movement into a people's movement.

1.10 Organisation of the Remaining Thesis

The second chapter provides a glimpse of the related work done in literacy and Post-literacy in India and in other countries.

The third chapter contains a profile of Pasumpon Muthuramalinga Thevar District. The fourth chapter reveals the methodology of the study and explains the study design, sampling procedure, construction of tools, field testing and field work. Analysis of data and use
of statistical techniques form part of this chapter.

The analysis and data interpretation are discussed in the fifth chapter and finally the sixth chapter gives a summary, findings, conclusion and recommendations for future research. The necessary appendices and selected bibliography are given thereafter.