Chapter-IV

POLICIES AND PROGRAMMES OF ADULT EDUCATION IN INDIA AND ANDHRA PRADESH

4.0 INTRODUCTION

4.1 LITERACY AND ECONOMIC DEVELOPMENT

4.2 EDUCATION POLICIES AND FIVE YEAR PLANS

4.2.1 National Policy on Education 1968

4.2.2 National Policy on Education 1986

4.2.3 National Policy on Education 1986 (Rev.1992)

4.2.4 Programme of Action of National Policy on Education 1986 (Rev.1992)

4.2.5 Adult Education in Five Year Plans

4.3 CENTRAL GOVERNMENT ADULT EDUCATION PROGRAMMES

4.3.1 National Adult Education Programme (NAEP)

4.3.2 National Literacy Mission (NLM)

4.3.3 Directorate of Adult Education

4.3.4 Total Literacy Campaign

4.3.5 Post Literacy Campaigns

4.3.6 Continuing Education Programme

4.3.7 Jan Shikshan Sansthan

4.3.8 State Resource Centres

4.3.9 Population and Development Education Programme

4.3.10 University Adult Education

4.3.11 Scheme to support Non-Governmental Organisations

4.4 ADULT EDUCATION IN ANDHRA PRADESH

4.4.1 Literacy Scenario of Andhra Pradesh

4.4.2 Adult Education Programmes implemented in the State

4.4.3 Basic Literacy Programme

4.4.4 Continuing Education Programme

4.5 CONCLUSION
4.0 INTRODUCTION

The development theories of the fifties equated development with economic growth and argue that economic growth depended primarily on physical capital. Education was not considered as a necessary input in the process. It was in the sixties that the role of education was recognised in economic growth. How does literacy contribute to economic development? Economists argue that literacy: i) raise productivity of the neo-literate; ii) reduce the cost of transmitting information; iii) stimulate demand for higher levels of education; and iv) strengthen economic incentives.

Also, a number of research studies and evaluation reports on literacy campaigns and adult education programmes have brought out the positive correlation of adult education—especially adult literacy and economic development. In fact, literacy has been recognised as a national concern in India since 1950s and accorded high priority in several policy and five year plan documents, especially National Adult Education Programme (1978), National Policy on Education (1986), NDC Committee on Literacy (1991), Eighth Five Year Plan (1992).

4.1 LITERACY AND ECONOMIC DEVELOPMENT

Discussing about the link between literacy and economic development, Vergese said that the education was not considered as a necessary input in the process of economic development up to the fifties.¹ It was in the sixties that the role of education was recognised in economic growth since economists argued that literacy contributed in many

ways raised productivity of the neo-literates, reduced the cost of transmitting information; stimulated demand for higher levels of education and strengthened economic incentives. He said that social indicators improved with an increase in literacy rates. There was another perception that expansion of human capabilities resulted in the growth of GDP per capita but growth in GDP per capita is not the same thing as expansion of capabilities and hence economic growth is to be seen as a means rather than an end. These perceptions took a more concrete shape when UNDP decided to estimate the levels of development of different countries based on the Human Development Index. In its first Report (UNDP; 1990), it was pointed out that "human development is a process of enlarging peoples' choices. The most critical of these wide ranging choices is to live a long and healthy life, to be educated and to have resources needed for a decent standard of living. The illiterate in the developing world are largely rural, often propertyless, without access to basic social services. Though they form a majority in terms of numbers, they are marginal in terms of ownership of means of production. These marginal groups do not create enough surplus to sustain an educational system or programme of their own. Therefore, unlike the minority who owns the means of production and can sustain their own system of education but still depended on the state exchequer to finance their education, this majority who are economically marginalised groups have no alternative but to depend on the funding from the government. Commenting on resource allocation, Verghese observed that the low priority given by the government to adult education programmes in the first three decades of planning is reflected in the allocation pattern. Adult education accounted for 3 per cent of the total resources allocated to education in the first plan. This share further declined in the
subsequent plans. In the Third Plan, the share was only 0.3 per cent of the total resources for education. From the Sixth Plan onwards, allocations to adult education witnessed marked increase. Between Sixth and Eighth Five year Plans, allocations to adult education increased from Rs.1,280 million to Rs.14,000 million and now it accounts for nearly 9 per cent of the plan allocations to education. Even these enhanced allocations fall short of the resource requirements estimated by different committees and individuals. The allocations to adult education has consistently increased in the nineties both as a share and in absolute terms. This essentially can be attributed to the success of TLCs in India.

Ahmed argued that social indicators improved with an increase in literacy rates. Low literacy countries are characterised by high infant mortality, higher share of undernourished children, low life expectancy, endemic and communicable diseases and widespread poverty. However, when countries attain a minimum level of 75 per cent literacy, all the above indicators improved. The review committee on National Adult Education Programme (Government of India, 1980) explicitly noted that social justice demanded social groups which have received no education at all receive prior attention over those who have received some, if the education system is not to further enhance inequalities.

Pru’dhomme observed that development brought regional disparities among and within countries and inequalities in the distribution in personal income increased in all

\[^2\text{Ahmed, M. "Integrating Literacy and Post-Literacy Activities and Basic Services" in Carron, G. and Bordia, An Issues in Planning and Management of Adult Education Programmes, Paris, IIEP, 1985, pp. 377-385.}

countries. Thus attention was focused on ‘Growth with Redistribution’ where equity considerations became dear to policy makers. To reduce inequalities, it became important to target the poor and targeting the poor in education meant according priorities to lower levels of education including literacy.

The role of education in economic development was measured in terms of its contribution to GDP. In the sixties Bowman and Anerson⁴ argued that 40 per cent literacy level was a necessary condition for a ‘take off’ stage and 80 per cent for sustained economic development.

Hicks⁵ analysed the relationship between education and economic development in 83 countries for a period between 1960 and 1977 and concluded that an average increase in literacy rates by 20 percentage points is associated with 0.5 per cent high growth rate of GDP.

Wheeler⁶ in his analysis showed that literacy is consistently labour augmenting and that an increase in literacy rate from 20 to 30 per cent resulted in an increased in real GDP by 8 to 16 per cent.

The NLM thus attempted a holistic approach embodied in its goals regarding skill formation, functionality, awareness and organisation for participatory development even if it lacked complete clarity regarding the inter-relationships between education, literacy

and social development. One of the peculiarities of the Indian trajectory with regard to adult illiteracy, in comparison with other third world countries, is that it falls into neither of the two contexts in which rapid eradication of adult illiteracy has taken place elsewhere. These two contexts are briefly reviewed below:

One, there is a dynamic economy showing sustained, high economic growth, which generates increasing expectations of upward social mobility through formal/non-formal education systems. Here, there is new and increasing demand for formal education; and the governments of these high growth economies are then impelled to spend a very large proportion (far higher than it has ever been in countries like India) of their annual budgets on education. This context might characterises some of the fast growing East Asian countries. TWO, there are revolutionary social transformations which throw up a new order/new government which has deep popular support and is seen for many years at least as an authentic representative of the masses of poor, ordinary folk. Here the campaign mode for eradicating illiteracy is particularly effective. This context would seem to characterise the experiences of China, Cuba, Nicaragua, Vietnam.

4.2 EDUCATION POLICIES AND FIVE YEAR PLANS

Since independence, there has been a growing realisation that economic development never become self-sustaining unless it is accompanied by corresponding changes in the attitudes, values, knowledge and skills of the people as a whole and that the only way this change can be accomplished is through education. A number of programmes were taken up to impart adult education during the last four decades before
launching of National Literacy Mission in May 1988. An insight into the Education Policies and Five Year Plans may be necessary to understand the strategies adopted by the Government in eradication of adult illiteracy in the age group 15-35 years.

4.2.1 National Policy on Education 1968

The National Policy on Education, 1968\(^7\) had emphasised the spread of literacy and adult education. The Policy further said that the liquidation of mass illiteracy was necessary not only for promoting participation in the working of democratic institutions and for accelerating programmes of production, especially in agriculture, but for quickening the tempo of national development in general.

4.2.2 National Policy on Education 1986

The National Policy on Education 1986\(^8\) observed that the whole Nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age group. The Central and State Governments, political parties and their mass organisations, the mass media and educational institutions must commit themselves to mass literacy programmes of diverse nature. It will also have to involve on a large scale teachers, students, youth, voluntary agencies, employers, etc. Concerted efforts will be made to harness various research agencies to improve the pedagogical aspects of adult literacy. The mass literacy programme would include, in addition to literacy, functional knowledge and skills, and also awareness among learners about the socio-economic reality and the possibility to change it.

4.2.3 National Policy on Education 1986 (As Revised in 1992)

The importance of literacy was reiterated by the National Policy on Education 1986 (Rev.1992)\(^8\) which envisaged that adult education would be a means for reducing economic, social and gender disparities and nation as a whole would assume the responsibility for providing resource support. Since involvement of the participants of the literacy campaigns in the development programmes is of crucial importance, the National Literacy Mission will be geared to the national goals such as alleviation of poverty, national integration, environment conservation, observance of the small family norm, promotion of women’s equality, universalisation of primary education, basic health care, etc. Comprehensive programmes of post-literacy and continuing education will be provided for neo-literates and youth who have reached primary education with a view to enabling them to retain and upgrade their literacy skills.

4.2.4 Programme of Action of National Policy on Education 1986 (Rev.1992)

For the first time, the National Policy has been translated into Programme of Action (POA).\(^10\) Working out the implementation strategies, the Programme of Action recommended emphasis in adult education programme should be on skill development and creation of awareness among the learners of the national goals, of development programmes, and for liberation from oppression. Subsequently when promotion of

---


literacy became an important national mission, Government of India has set up National Literacy Mission in 1988.

4.2.5 Adult Education in Five Year Plans

(i) First Five Year Plan

The First Five Year Plan\textsuperscript{11} has widened the scope of adult education and introduced social education which includes, besides literacy, the health, recreation and home life of the adults, their economic life and citizenship training. Social education implies an all-comprehensive programme of community uplift through community action. Underlining the importance of adult education, the Plan noted that in a country, where nearly 80 per cent of the population are illiterate, democracy will not take root until a progressive programme of primary education trains up a generation fit to undertake its responsibilities. Even the programme of primary education is considerably handicapped without a corresponding programme of the education of adults. Social education has made an attempt to organise an economic activity on co-operative basis since community activity will be the rallying point for the community participation and to begin community centres.

(ii) Second Five Year Plan

The Second Five Year Plan\textsuperscript{12} emphasised the need to provide facilities for social education classes at various levels. States has to make provision for the opening of literacy and social education centres, training of social education workers and organisers, libraries, publication of literature, audio-visual education and establishment of Janata...
colleges. The Ministry of Education proposed to establish a fundamental education centre for training social education organisers and for continuing study and research in problems relating to social and basic education.

(iii) Third Five Year Plan

Third Five Year Plan\textsuperscript{13} reiterated the development of social education and adult literacy as extension activities undertaken by educational institutions, specially village schools, in collaboration with panchayats and co-operatives and voluntary organisations. The broad aim should be that wherever a group of persons sufficient to constitute a class desires to attain literacy, the requisite facilities by way of teachers and teaching materials should be made readily available. The Plan has proposed large-scale programme of adult literacy under joint supervision of Ministry of Education and the Ministry of Community Development and Co-operation.

(iv) Fourth Five Year Plan

Fourth Five Year Plan\textsuperscript{14} visualised adult education to be an integral part of the community development programme. The University Departments of Adult Education were involved in pilot projects designed to conduct research studies to make improvement in the adult education programmes. The National Board of Adult Education has been set up to advise Government on the development programmes and for enlisting the co-operation of the interests and agencies concerned. Emphasised further development of television and experiments with satellite communications for education,

\textsuperscript{11} First Five Year Plan, Planning Commission, Government of India, New Delhi, Chapter 33.
\textsuperscript{12} Second Five Year Plan, Planning Commission, Government of India, New Delhi, Chapter 23.
\textsuperscript{13} Third Five Year Plan, Planning Commission, Government of India, New Delhi, Chapter 29.
especially adult education. Initiated pilot projects of Farmers' Education and Functional Literacy in selected districts.

(v) Fifth Five Year Plan

The Fifth Five Year Plan\textsuperscript{15} has no mention of adult education except one sentence on non-formal education referring to the renewal of 'existing programmes' in the chapter on education.

(vi) Sixth Five Year Plan

Sixth Five-Year Plan\textsuperscript{16} laid emphasis on minimum essential education to all citizens, irrespective of their age, sex and residence. The approach to achieve this objective would be characterised by flexibility, inter-sectoral co-operation and inter-agency co-ordination. Technology would be adopted as the major instrument for the spread of literacy, numeracy and practical skills relevant to the economic activities of the people concerned. It would be supported by post-literacy, continuing education through a network of rural libraries as well as instructional programmes through mass communication media, particularly after the INSAT is launched to its orbit. Non-formal education for adults, particularly in the productive age-group 15-35 years, would receive priority in the Sixth Plan, in view of its potential for immediate impact in raising the level of productivity in the economy. The programmes of adult education, which had been initiated in the previous Plans and which form part of the minimum needs programme of elementary education would be made more effective and extended in co-operation with

\textsuperscript{14} Fourth Five Year Plan, Planning Commission, Government of India, New Delhi, Chapter 16.
\textsuperscript{15} Fifth Five Year Plan, Planning Commission, Government of India, New Delhi, Chapter 5.
\textsuperscript{16} Sixth Five Year Plan, Planning Commission, Government of India, New Delhi, Chapter 21.
the other developmental activities and the employment agencies. While designing this programme, weaker sections, women, scheduled castes, scheduled tribes and agricultural labourers as well as slum dwellers would be given priority. The strategy would be to adopt methods and contents suited to the varied needs and situations, thus promoting flexibility in the programme and in the means of delivery of education.

(vii) Seventh Five Year Plan

Seventh Five Year Plan\textsuperscript{17} gave major thrust for eradication of adult illiteracy and the development of a programme of continuing adult education. As motivation of the learner is crucial for success and as the number to be covered is about 90 million, the strategy to achieve the goal can only be through a mass movement involving social institutions, voluntary organisations, students, teachers, employers and the community. Suggested to link adult education with various development programmes especially the Integrated Rural Development Programme (IRDP). Active participation of village panchayats, mahila mandals, community centres, etc. was felt essential for the success of adult education programme. Suggested for initiating network of libraries and the development of literature for neo-literates as a follow-up programme to avoid lapse into illiteracy. Community participation in all literacy programmes will be an essential feature from village level upwards to give proper direction and orientation and lend effective support to this national programme. Another aspect of education of adults relates to training in functional skills relevant to their respective economic activities. Programmes for this purpose will be strengthened and adequate resource support
provided for organising technical and vocational skill-based courses for the benefit of adult learners through Shramik Vidyapeeths and other similar institutions.

(viii) Eighth Five Year Plan

The Eighth Five Year Plan\textsuperscript{18} envisaged to impart adult education to 3 crores illiterates by 1990 and 5 crores by 1995. While Rural Functional Literacy Programme (RFLP), the post-literacy teaching-learning process were modified, new strategies like area-specific and time-bound approach to achieve 100 per cent Total Literacy (TL), massive participation of Non-Governmental Organisations (NGOs) and students and effective utilisation of traditional and folk theatre forms in literacy work were evolved. Apart from the introduction of Improved Pace and Content of Learning (IPCL) method, which reduced the duration of learning from 500 to 200 hours, technology demonstration programmes were initiated in 42 selected districts. The scheme of Shramik Vidyapeeths (SVs) was reviewed, suggesting a need for expansion. The number of State Resources Centres (SRCs) increased from 19 to 20. A National Institute of Adult Education (NIAE) was set up in January, 1991 to augment the technical and academic resource support to adult education and to undertake quality research and evaluation studies. Area-specific and time-bound mass campaigns for total literacy, first launched in Kottayam town and Ernakulam district in Kerala in 1989 with the active participation of students and voluntary agencies, would be extended to other districts.

\textsuperscript{17} Seventh Five Year Plan, Planning Commission, Government of India, New Delhi, Vol. II, Chap.10.
\textsuperscript{18} Eighth Five Year Plan, Planning Commission, Government of India, New Delhi, Vol. II, Chapter 11.
(ix) Ninth Five Year Plan

Ninth Five Year Plan\textsuperscript{19} emphasised the need to launch literacy programmes of total literacy campaigns in districts/regions which are educationally backward or have high concentration of SC/ST population or have low female literacy. The centre-based approach would be gradually phased out and confined to hilly, tribal and sparsely populated regions. The strategy for backward districts would be two-fold. First, a few blocks would be selected where the literacy campaign can achieve success within a reasonable period. The demonstration effect of the blocks would influence the backward blocks which, in course of time, could develop appropriate literacy programmes. Secondly, the voluntary base in educationally backward districts being somewhat weak, ways and means of identification, strengthening and expansion of the same would be evolved in consultation with the respective State Governments. It is also necessary to develop technical competence among voluntary agencies so that the partnership between the Government and the operating agencies becomes meaningful. Reputed NGOs, educational institutions, distinguished individuals, ex-servicemen, war widows, award winning teachers etc. will be encouraged to set up and run JSNs. The academic and technical support to adult education programmes would be provided by the newly set up Nation Institute for Adult Education (NIAE), which would be involved to a greater extent in various aspects of training, action research and monitoring, so that the Directorate of Adult Education can be phased out by the end of the Eighth Plan. At the State level, the State Resource Centres will be strengthened. The contents of adult education would also include inculcation of values like secularism, national integration, scientific temperament,

\textsuperscript{19} Ninth Five year Plan, Planning Commission, Government of India, New Delhi, Vol. II, Chapter 3.
small family norm, concern for environmental conservation, cultural appreciation and so on.

(x) Tenth Five Year Plan

Tenth Five Year Plan\(^2\) aims to achieve full literacy i.e. a sustainable threshold level of 75 per cent by 2005. The focus would shift to residual illiteracy and catering to difficult segments of the population. This means that all the left over districts and the left over harder-to-reach groups would need to be targeted specifically.

4.3 CENTRAL GOVERNMENT ADULT EDUCATION PROGRAMMES

The Ministry of Human Resource Development, Department of Elementary Education and Literacy, Government of India, had initiated several centrally sponsored schemes of adult education. Centrally sponsored scheme is such a programme funded fully or partially by the Central Government, but implemented by the State Governments or Government Agencies or Non-Government Organisations. Since beginning Central Government had taken a leading role in the propagation and promotion of adult literacy. Some of the major initiatives of the Central Government are discussed hereunder.

4.3.1 National Adult Education Programme (NAEP)

Government of India was influenced with the ideology of developmental literacy and launched National Adult Education Programme (NAEP) in 1978 with the objective of imparting literacy to 100 million illiterate persons in the age group 15-35 within a period of five years.
The NAPE was mainly conceived on a project pattern with adult education centres functioning as grass root level units and each of them catering to 25-30 illiterate adults. Initially (1978-80), the duration of the programme was for 10 months. However, it was extend to three years after the review in 1980, according to which the programme was to be operationalised in three stages to be spread over three years. While the first stage of basic literacy was of 200-350 hours duration, the second and third stages were of 150 and 100 hours respectively. The contents of the first year programme included basic literacy, numeracy, knowledge about health, family life, vocations related to the learners' background and laws relevant for family life. Since the focus of the second and third year programme was on reinforcement of literacy and improvement of vocational studies, no specific content was laid down and freedom was given to the organising agencies to introduce locally relevant reading materials for the neo-literates. Subsequently, the duration of the programme was reduced to two years. The high level of participation of women, scheduled castes and scheduled tribes, involvement of voluntary agencies have been a significant achievement of the NAEP. Besides the resource base of adult education was also strengthened by setting up the State Resource Centres. The involvement of the selected Social Science Research Organisations in the evaluation of adult education programmes gave a tremendous boost to the expansion of adult education research. However, the programme could not be very successful on account of a number of inherent weaknesses such as lack of mass awareness and community participation, prevalence of absolute poverty, social customs and inhibitions, etc.

4.3.2 National Literacy Mission (NLM)

The National Literacy Mission Authority was set up as an independent and autonomous wing of the Department of Education vested with executive and financial powers in its sphere of work. The NLMA has a General Council, Executive Committee and Project Approval Committee. The General Council functions under the Chairmanship of Minister for Human Resource Development and lays down the policies and programme in the field of literacy and adult education. The main objective of NLM would be to impart functional literacy to 80 million illiterates in 15-35 age group by 1995 through a variety of means and with the active involvement of all sections of society. The concept of functional literacy envisaged under NLM was much broader than the earlier and included the following four aspects:

(i) Achieving self-reliance in basic numeracy;

(ii) Becoming aware of the cause of one's deprivation and moving towards amelioration of conditions through organisation and participation in the process of development;

(iii) Acquiring skills to improve the economic status and general wellbeing; and

(iv) Imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norms etc.

The first decade of NLM (1988-98) not only witnessed the strengthening of administrative and academic infrastructure but also making literacy a societal concern.
4.3.3 Directorate of Adult Education

Directorate of Adult Education is the academic and technical wing of the National Literacy Mission (NLM). It is responsible for providing guidance and support to institutions and individuals connected with literacy promotion activities in the country. The main functions of the Directorate of Adult Education include provision of academic and technical resource support for implementation of various literacy programmes under National Literacy Mission, monitoring and evaluation of the literacy campaigns, production of media material and harnessing of all kinds of electronic print, traditional and folk media for the furtherance of the objectives of NLM, development of teaching/learning material, organising training and orientation programmes for the key level functionaries associated with the literacy programmes, providing professional academic and technical guidance and also monitoring of Jan Shikshan Sansthans, bringing out various publications concerning literacy activities in the country and implementation of Population and Development Education through State Resource Centres.

4.3.4 Total Literacy Campaigns

With the change in the concept, the operational strategies were also modified to make it a mass movement through Total Literacy Campaigns (TLCs). However, the breakthrough came with an experiment in mass literacy campaign spearheaded by an NGO Kerala Shastra Sahitya Parishad in Ernakulam District in 1989 with the objective of making the entire district fully literate within a period of one year. The campaign was implemented with the active co-operation of the district administration and all sections of
society in a time bound, volunteer based and cost effective manner. The initiation of literacy campaign begins with a process of consultation and consensus, involving political parties, teachers, students and cultural groups. A core team is identified and the project is formulated. The campaign approach was characterised by large scale mobilisation through a multifaceted communication strategy which fully exploited the traditional fold culture. Organising Total Literacy Campaign involves: (i) Creation of the Organisation Structure, (ii) conducting a survey and preparation of a district profile (iii) Creating the right environment and enthusiasm for teaching-learning activities (iv) Developing Teaching-Learning Materials, (v) Training of the Task force consisting of key resource persons and master trainers, (vi) Starting the actual learning process. The instant success of the campaign approach had a snowballing effect and similar campaigns were launched in quick succession all over the country. Of the 525 districts in India, more than 84 per cent (450 districts) have launched Total Literacy Campaigns between the period 1988 to 2000. Total Number of non-literates identified through survey was 1330.02 lakhs in 22 States and 4 UTs. Out of these non-literates, 1040.08 lakh (78.20%) have been enrolled. The number of learners who completed Primer-III was 648.57 lakh. The achievement of primer-III completers against the target comes to 48.76 per cent. There are 11 States/UTs which have reported good progress. In these States more than 50 per cent of the targeted learners have successfully completed literacy phase (Primer-III completers). They are: Pondicherry (87.80%), Tripura (77.36%), Tamil Nadu (72.63%), Maharashtra (70.62%), Karnataka (70.38%), Rajasthan 61.11%), West Bengal (60.10%), Gujarat (59.54%), Himachal Pradesh (59.43%), Kerala (55.65%) and Andhra Pradesh (54.67%). One of the most striking features of the total literacy campaigns against
illiteracy has been its focus upon, and involvement of women and disadvantaged sections of the society. Out of total Primer-III completers, about 60.41 are females and 39.59 per cent are males. The SC and ST constitute 22.66 per cent and 12.69 per cent respectively. The general impression gathered from various evaluation studies of TLCs was that these campaigns had a positive impact on the enrolment of children in primary schools, improving castes and communal relations, empowerment of women, besides sensitising the bureaucracy to the concerns of common man and above all placing literacy on the national agenda.

4.3.5 Post Literacy Campaigns

The term ‘post literacy’ has come to have different meanings in various educational systems. In some countries, the term is used loosely to include all forms of education that follow after the achievement of basic literacy. In some other countries, post literacy is defined more narrowly to simply consolidate basic literacy skills to a level equivalent to the completion of formal primary school or further. NLM has considered the post-literacy as a ‘bridge’ between primary schooling or its equivalent and further study. However, in practice, post-literacy campaigns are used to consolidate, sustain and enhance the literacy levels of neo-literates. The NLM has designed a one-year post-literacy campaign, to be implemented in a mission mode. The main objectives of the post-literacy campaign are (i) identification of learning needs of neo-literates, (ii) provision of learning opportunities to meet the needs, and (iii) creation of a socio-economic, political and cultural ambience to sustain the learning environment. Thus, the post-literacy campaign serves as an umbrella under which a host of development
activities are taken up. Skill development forms a major component of post-literacy. Of the 450 districts covered with TLCs, more 75 per cent (nearly 300 districts) have been covered with Post Literacy Campaigns. About 398.66 lakh neo-literates have been enrolled in Post Literacy programmes which works out to 70.86 per cent of the target.562.57 lakh. There are seven States which are reported to have enrolled more than 80 per cent neo-literates viz., Gujarat, Tamil Nadu, Kerala, Tripura, Maharashtra, Andhra Pradesh and Uttar Pradesh. More than six States reported 50 per cent as PL Book-I Completers.

4.3.6 Continuing Education Programme

The Scheme of Continuing Education for neo-literates has come into existence from January, 1996. The scheme provides a learning continuum to the efforts of Total Literacy and Post Literacy Programmes in the country. The main thrust is on providing further learning opportunities to neo-literates by setting up of Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCECs). Each Centre caters the need of 2000-2500 people by providing facilities of library, reading room, learning centres, sports and cultural centres and other individual interest promotion programmes. Opportunities are also provided for undertaking diverse activities such as Equivalence Programme, Quality of Life Improvement Programmes, Income Generating Programmes and Individual Interest Promotion Programmes. Ten to fifteen such centres form a cluster, with one of them acting as the nodal CEC. It is being implemented by the existing Zilla Saksharata Samities (ZSS) headed by the District Collectors. The ZSS is expected to identify voluntary agencies, Mahila Mandals, Panchayati Raj Institutions,

128
Nehru Yuvaka Kendras (NYKs) etc. to take CECs/Nodal CECs. Till March 2000, 92 districts have been covered under Continuing Education Programme. At present, there are 37,025 Continuing Education Centres and 4828 Nodal Continuing Education Centres. Each CEC is entitled for a sum of Rs.25,000/- as annual recurring and one time non-recurring expenditure. In the same way a Nodal CE is entitled for a sum of Rs.45,000/- each for annual recurring and one time non-recurring expenditure. In addition, provision is also there for payment of house rent for a few CECs and NCECs upto the maximum ceiling of Rs.,1000/- per month for CEC and Rs.2000/- per month for NCEC .There is a provision for appointing one Prerak in each Centre for conducting the literacy classes during the continuing education programme.

4.3.7 Jan Shikshan Sansthan

The scheme of Jan Shikshan Sansthan (JSS) known as Shramik Vidyapeeth and Institute of People’s Education is multi-faceted adult education programme aimed at improving the vocational skills and quality of life of its beneficiaries. The objective of the scheme is educational, vocational and occupational development of literates, neo-literates, semi-literates and un-lettered persons. Till the Eighth Plan, the JSS scheme was restricted to Urban/Semi-urban areas. Now, it has been expanded both to urban and rural areas in the entire district in which they are located. Each JSS will be responsible to survey and identify the district specific vocational needs of the neo-literates and other target groups. The entire district is the operational area for the JSS. The JSS is the district level resource agency. The role of SS in the district is important in view of vocational training programmes being an important component of the Continuing
Education Programme. At present, there are 109 Jan Shikshan Samsthans in the country and reported to have organised around 4,600 vocational courses of varying duration through which 31,61,653 persons have been benefited. Female beneficiaries were estimated to be 77.88 per cent and SC, ST and OBC put together has been 68.70 per cent. The Government of India provides annual lump sum grants to these institutes in a set pattern. Each Institute is provided recurring grant of Rs.25-30 lakh and Rs.10-154 lakh as non-recurring grant. Besides, building grants to the extent of Rs.20.00 lakh is also provided to each JSS. Under the scheme, funds are released to Non-Government Organisations under two broad categories: (i) State Resource Centres (ii) NGOs for projects regarding Adult Education (JSS). The Directorate of Adult Education, Government of India provides technical and academic support to the Jan Shikshan Sansthans. Established 8 Regional Training Centres to impart systematic and effective training for JSS functionaries.

4.3.8 State Resource Centres

States Resource Centres are assigned to voluntary agencies and organisations or institutions of higher learning. There are 25 State Resource Centres managed by Non-Government Organisations and Universities. All SRCs are expected to provide academic and technical resource support. They impart training to district level resource persons. This is mainly done by organising training programmes, material preparation, publishing of relevant material, extension activities, innovative projects, research studies and evaluation.
4.3.9 Population and Development Education Programme

Population Education Project in Adult Literacy came into operation through UNFPA in the year 1987 as an integral part of the adult literacy programmes. Population Education Cells were created in the State Resource Centres (SRCs) for implementing population and development education. In addition to SRCs, three Documentation Centres i.e. National Documentation Centre at Indian Adult Education Association, New Delhi and two Regional Documentation Centres at the SRCs of Hyderabad and Jaipur were also established. Presently, Population and Development Education Programme is being implemented through 25 State Resource Centres and 3 Documentation Centres. The main activities of these Centres are to sensitise the people about various issues related to Adult Learners viz., health, social, political, cultural and economic issues of adult learners. The Centres organise seminars, workshops to propagate the issues relating to population education and development.

4.3.10 University Adult Education

The 1980's also witnessed the expansion of University Adult Education in India when University Grants Commission provided 100 per cent grants to universities to take up Adult Continuing Education and Extension activities with the active participation of university community. Of the 226 Universities, deemed universities and institutions of national importance in India, 93 have set up separate Department of Adult Continuing Education. University Extension services in higher education are being organised under different programmes viz., adult education, continuing education, population education, legal literacy, planning forum and other forms. Establishment of university-community
linkages for mutual help and benefit is one of the major envisaged objectives of the Extension services of the Universities. This is to bring about necessary change in university curriculum to make it socially responsive and also transferring skills and knowledge in practice situation for the development of the community. The functional scope of these extension services has expanded much beyond the programs on literacy. The expansion of University Adult Education since 1978 has its impact on the progress of research. Compared to 41 Ph.D., theses on adult education brought out during 1946-79, as many as 139 theses came out during 1980-98. With the launching of the Mass Programme of Functional Literacy (MPFL) in 1986, the scope for participation of students both college and schools increased tremendously. The expansion of Nehru Yuvak Kendras provided an opportunity to non-student youth to participate in literacy programme and other developmental activities. Over the years, the University Extension Services have assumed various roles: catalytic, teaching, training, research, collaboration/networking, documentation, monitoring and evaluation and advocacy.

4.3.11 Scheme to support Non-Governmental Organisations

The National Literacy Mission fully recognises the vast potential of NGOs in furthering its programmes and schemes. Ever since its inception, NLM has taken measures to strengthen its partnership with NGOs and has given voluntary organisations an active promotional role in the literacy movement. These NGOs are provided 100 per cent financial assistance for imparting literacy to adult non-literate in the age group of 15-35, organising vocational and technical education programmes for neo-literates, provision of academic and technical resource support, promoting innovation,
experimentation, conducting evaluation and impact studies, organisation of workshops, seminars etc. NGOs are also associated in the continuing education programme.

4.4 ADULT EDUCATION IN ANDHRA PRADESH

During post independence period, the Central Government has taken much initiative in the field of Adult Education as compared to any single State Government. Adult education programme are funded 100 per cent by the Central Government, but implemented by the State Governments. From this point of view, the scenario of Adult Education in Andhra Pradesh is more or less replica of national scenario. However, Andhra Pradesh has set a model for active participation of Non-Government Organisations in imparting adult education. The State Government has set up separate Directorate for Adult Education for implementing and monitoring the programmes of adult education. Most of the Universities in Andhra Pradesh have set up separate Adult Education and Extension Education Departments for the benefit of Educators of Adult Education.

4.4.1 Literacy Scenario of Andhra Pradesh

The general literacy rate of Andhra Pradesh has increased from 44 per cent in 1991 to 61.01 per cent in 2001 Census for age group 7 years and above. The literacy rate has increased by 17 percentage points during the last decade i.e. 1991 to 2001. It is higher than the national average decadal increase of 13.17 percentage points. However, the State literacy rate is still below the national average of 65.38 per cent. There is also a wide gender gap with the male literacy is 70.85 per cent and the female literacy is 51.17 per cent.
The State annual growth rate of literacy is 1.7 per cent which is higher than the national annual growth rate of 1.3 per cent. The State is heading fast for universal literacy. For the first time number of non-literates declined between 1991 and 2001. Upto 1991, in spite of some increase in literacy rate between two consecutive census years, the number of non-literates did not decline, but it continued to increase. This trend was reversed in 2001 because of rapid rise in the number of literates and slowing down of population growth rate during 19991-2001.

It has been estimated that there are 108.96 lakh illiterates in the age group of 15-35 years as per 2001 Census. The Government of Andhra Pradesh has targeted these non-literate under adult education programmes.

4.4.2 Adult Education Programmes implemented in the State

Adult Education Department of Andhra Pradesh aims at achieving the following goals:

- To plan and implement the programme of eradication of illiteracy among the adults of 15-35 age group in the State.

- To plan and implement the Continuing Education Scheme to sustain and furtherance of skills acquired and also to create lifelong learning environment for the target groups and others.

- To monitor, supervise and guide literacy and Continuing Education Programmes.

In order to achieve the goals, the Adult Education Department is implementing the programmes viz., 1. Basic Literacy Programme, 2. Continuing Education Programme, 3. Bapuji Vignana Kendras.
4.4.3 Basic Literacy Programme

(i) Akshara Sankranthi: A Literacy Campaign for imparting functional literacy in the name of Akshara Sankranthi has been launched by the Government of Andhra Pradesh during October, 2000. It is a voluntary programme without any financial incentives, either to the volunteers or to the learners. Educated members of self help group have been asked to teach non-literate members of their group and similar other educated people have been asked to impart literacy skills to the non-literate in their neighbouring areas voluntarily. Volunteers have been trained in teaching methods before commencement of literacy classes. The trained volunteers taught the learners for 200 hours in 3 to 4 months period. Zilla Saksharatha Samithi at the district level monitored the programme with the help of functionaries of different developmental departments.

(ii) Akshara Bharathi Programme: The Government of Andhra Pradesh has launched 'Akshara Bharathi' programme (Total Literacy Campaign) on 2nd October, 2004. The Akshara Bharathi programme has covered 40.89 lakh non-literates. The programme is being organised in two sub-projects viz. (a) Project for Residual Illiteracy which is funded by the Government of India and State Government in the ratio of 2:1 in 10 low literacy districts viz., Srikakulam, Vizianagaram, Kurnool, Ananthapur, Mahabubnagar, Medak, Nizamabad, Adilabad, Karimnagar and Khammam to cover 22.81 lakhs non-literate. The total cost of the project is Rs.8.44 crore. (b) State funded literacy programme is being implemented in the remaining 13 districts to cover 18.09 lakh illiterates with a total cost of Rs.6.33 crore.
4.4.4 Continuing Education Programme

Continuing Education Programme is being implemented in 21 districts of the State (except Kurnool and Adilabad districts) with the financial support of Government of India. There are 19,389 Continuing Education Centres (CECs) are working in the State. These centres provide opportunities for improving the literacy and life skills of neo-literates. The Continuing Education Programme is to be implemented for 5 years. Under this scheme, CE Project will be provided financial assistance on 100 per cent basis by the Central Government for the first 3 years and for the next 2 years, the Central Government provides only 50 per cent of the cost. The remaining 50 per cent is borne by the State Government.

(i) Bapuji Vignana Kendras

On 2nd October 2004, Government of Andhra Pradesh established Bapuji Vignana Kendras (BVKs) in the State for providing facilities for youth and adults to acquire functional literacy and upgrade professional skills for value-additional to existing vocational stream of open up more gainful avenues for employment or self-employment. Integrating library facilities, both print and digital, with instructional and guidance facilities, the Bapuji Vignana Kendra will be the knowledge hub for the community and a information-outpost of the government. While community ownership will be the key element, active participation by all Departments in the State will determine the efficacy of this institution and its eventual transformation as a forum for life-long learning. Credit-based modules leading to certification from open school, University would help in
enhancing the skill levels through relevant curricula and flexible methodology. So far, 350 Bapuji Vignana Kendras have been opened in the State.

4.5 CONCLUSION

The analysis of government programmes brings out the fact that the adult education is steadily getting institutionalised which is prerequisite for sustaining the programme. Post NLM period has brought many changes required to bring momentum in the adult education programmes particularly from the point of participating all walks of people in the promotion of literacy programmes and active role being played by the University Adult Continuing Education and Extension Services.