PREFAE

Literacy is the main component of education for human development. If a real national development and national integration has to be achieved one cannot afford to ignore the importance of imparting education among the countrymen. Education is the basic condition for any real social change and modernization in the country. The axe of education alone can cut down the thick roots of superstitions, ignorance, poverty, backwardness and pavesway for modernization.

In the words of V.K.R.V. Rao (1966) "It must be said that literacy, unless used, is worse than useless because it gives one the illusion of being able to get an entry in to the house of knowledge. Retention of literacy is not enough. It is the utilisation of literacy which ought to be the most important function of adult education. Utilisation of literacy really means an enormous production programme of books and journals, multiplication of libraries, mobile libraries, museums and all the other various ways and means by which the literacy will be used for the purpose of social and economic development and also for cultural development".

For centuries, the masses have been habituated to adjust their lives with the handicap of illiteracy and so they have not shown any sign of eagerness to remove this handicap. This perceptual handicap created many blocks on the path to development. For this reason it was felt that there is a need of broad based adult education programme which could create a
new environment and act as an impetus for the masses to remove the handicap of illiteracy.

The National Literacy Mission (NLM) was launched on 5th May 1988 in our country. It has been conceptualised and built on an objective assessment of strength and weakness of the NAEP (1978). The NLM seeks to impart functional literacy to 80 million illiterate persons in 15-35 age group. Thirty million by 1990 and additional 50 million by 1995.

An overview of the chapters of the report is given below:

CHAPTER I


CHAPTER II

Details a review of related literature. It outlines the statement of the problem, Significance of the Study, Objectives of the Study, Delimitations of the Study and operational Definition of the Terms used.
CHAPTER III

Relates to the Method and Procedure of the Study.

In CHAPTER IV are discussed the details about the development of tools and its validation.

CHAPTER V

Gives the data analysis along with interpretation and discussion of results.

CHAPTER VI

Embodies the summary of the report, general conclusions, their educational implications and suggestions for further research.

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