CHAPTER- I

INTRODUCTION

Need and Importance of Adult Education
Meaning and Concept of Adult Education
Model of Current Adult Education Programme
CHAPTER - I

INTRODUCTION

1.1 NEED AND IMPORTANCE OF ADULT EDUCATION

Development of any nation can hardly be imagined in the absence of necessary human resource development. Again, a sound human resource development can only be realized through suitable mass education. Mass education or mass functional literacy as a qualitative attribute of the population determines the development of the nation in every facet. Nearly half of India’s population belong to the sphere of illiteracy who are constantly suffering from ignorance, poverty, ill-health, socio-political and economic deprivation which, in turn, hinders the nation’s progress. In the Fore-word of the Seventh Five Year Plan, it has been rightly mentioned,

"Development is not just about factories, dams and roads. Development is basically about people. The goal is the People’s material, cultural and spiritual fulfilment. The human factor, the human context, is of supreme value. We must pay much greater attention to these questions in future" (P.10).

Thus, true development does not start with the growth of physical capital. It starts with the development of human capital which is possible through mass education. In support of this, Gidado (1986) on the basis of his historical experiences has remarked that no society can proceed towards self-sustained development unless its human population are absorbed into the dominant literate culture. Education and development are closely related. Without education or literacy of the masses no nation can have sustainable development (P.8). Dutta (1987) has stated that as per the World Education Report'91 the literacy rates for the least developed countries and for developing countries are 39.6% and 65.1% respectively as compared to 96.7%
for the developed countries (P.10). Most of the countries of Africa and Asia continents having low literacy rates are also lagging behind in their economic and educational development. Kandu (1986) has observed that ignorance and poverty are two fundamental problems. Ignorance is directly related to illiteracy. And illiteracy breeds poverty (P.1). Thus, illiteracy as a mass phenomenon hinders economic and social progress, affects economic productivity, population control, national integration and security, and improvement in health and sanitation. Rao has also remarked, 

"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 it is 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. A programme of adult education and adult literacy should therefore take a front place in any programme for economic and social development" (Thakre, 1991, P.15).

This relationship was also proved by the study conducted by Mehta (1988). Taking data about 41 Asian and the Pacific countries and Gross National Product (GNP) or per capita as indicators of development literacy rate and Gross Enrolment Ratio (GER) or Net Enrolment Ratio (NER) as education indicators the study revealed that the countries having low GNP or per capita income have lower literacy rate and vice-versa with a few exceptions (Mohanty, 1991, P.54). Emphasizing the need of adult education in the economic growth of the country Ahmed (1986, P.1) has observed,

"The economic quality of the population remains low where there is little knowledge of what natural resources are available, the alternative production techniques that are possible, the necessary skills, the existing market conditions and institutions that might be created to favour economizing effort and economic rationality. An improvement in the quality of 'human factor' is then as essential as an investment in physical capital".
India is considered the largest democracy in the World. Since democracy is the rule of the people, by the people and for the people it can not survive without proper adult franchise which, in turn, stands utopian in the absence of the education of adults. It is imperative on the part of the nation to educate the citizens to discharge their duties and responsibilities judiciously in the interest of the nation. Mohanty (1991, P.35) has supported the importance of adult education in a democratic set up by saying that,

"The function of adult education in a democracy is to provide every adult citizen with an opportunity for education of the type which he should have for his personal enrichment, professional development and effective participation in social and political life".

Further, it is said that "Universal education should precede universal enfranchisement and let us educate our masters (Voters)" (Mohanty, 1991, P.27).

Besides all this, several studies and experiences have clearly confirmed that mass literacy or adult education influences human resource development in a positive direction. Literacy growth increases children's participation in primary education considerably since literate parents exhibit more readiness in sending their children to school and their children are less likely to drop out. Their performance in school is also higher.

Literacy growth checks infant mortality rate and brings better success in case of childcare and immunization. Infant and child mortality (IMR) is higher in case of illiterate mothers. Table - 01 shows the difference in IMR between both educated and uneducated mothers with reference to rural and urban regions of our country.
Table-1

<table>
<thead>
<tr>
<th>Educational Level of Women</th>
<th>Infant mortality rate (Per thousand)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
</tr>
<tr>
<td>Illiterate</td>
<td>145</td>
</tr>
<tr>
<td>Literate but below primary</td>
<td>101</td>
</tr>
<tr>
<td>Primary and above</td>
<td>71</td>
</tr>
<tr>
<td>Total literate</td>
<td>90</td>
</tr>
</tbody>
</table>

(Source: National Literacy Mission Document, 1988, P-10.)

Thus, IMR is highest in case of illiterate mothers especially in rural regions since the rate of illiteracy is higher among rural women. The review made by the World Bank, based on the studies conducted in Latin America, the Middle East and Asian countries, has also revealed that the higher the level of parents' education and especially mother's education, the lower the IMR (UNICEF, 1991, PP. 65-96). The UNFPA (United Nations Family Planning Association) report also mentioned that an extra year of schooling to females reduces infant and maternal mortality rates by about 7% (Bhargava, 1993, P-41).

Again, it is evident from the World Bank review that educated parents, especially mothers, are more likely to have healthier and better educated children. Literate mothers are more sensitive to child immunization programme and to the programmes and practices like breast feeding, rehydration therapy, nutrition, balanced diet, etc. to fight most commonly prevalent diseases. UNICEF (1991) has, thus, remarked that since mothers' education is closely associated with the prenatal and postnatal health of the children, improvement in the educational level enhances the health status of both mother and child (PP.65-96).

Education of parents influences the rate of population growth. The fertility rate declines in case of literate mothers and adoption of small family norm has a high positive correlation with literacy level of mothers. Low education and low economy or low income of couples cause higher rate of
fertility. Similarly with the increasing level of literacy the percentage of couples practicing family planning and their level of income are increasing as shown in Table -02.

<table>
<thead>
<tr>
<th>Income per Month (in Rs.)</th>
<th>Couples in percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Illiterate</td>
</tr>
<tr>
<td>Below 200</td>
<td>12.4</td>
</tr>
<tr>
<td>200-500</td>
<td>07.2</td>
</tr>
<tr>
<td>500-1000</td>
<td>22.4</td>
</tr>
</tbody>
</table>

(Source: National Literacy Mission Document, 1988, P-11.)

Population control being the most formidable task of our country the National Literacy Mission document has rightly emphasized that,

"Acceptance of small family norm is related to the level of literacy. Literacy promotes knowledge and acceptance of small family norm. The higher the level of literacy, the higher the percentage of couples adopting small family norm"

(NLM, 1988, P.11).

Literate women become increasingly aware of their social and legal rights, they earn and improve income generating skills, participate in the affairs of family and the community. They also exercise equal participation with their male counterparts in the process of development and social change.

Adult education is thus, not merely an alternative, but also a great necessity. Article 29 and 30 of Indian Constitution guarantees education to all citizens irrespective of caste, colour and creed. Hely (1967, P-7) has emphasized,

"Adult education is a permanent necessity, an inseparable aspect of citizenship and therefore, should be both universal and life long".

Unesco has also emphasized education as a fundamental human right and that every individual must be able to receive education and to use it for
progress and prosperity not simply in social matter as well. It has said, "If we want the people of the world to be self-sufficient in food production and other essential human needs, they must have right to learn. If women and men are to enjoy better health they must have the right to learn" (Fourth International Conference on Adult Education, 1985).

Therefore, adult education is now considered a legitimate necessity in the economic, socio-political and cultural development of an individual and his nation. This has been stressed by UNESCO (1965) when it said, "Literacy teaching should be resolutely oriented towards development and should be an integral part not only of any national education plans but also of plans and projects for developments in all sectors of the national life".

Further, on the eve of the 21st century adult education is regarded as more than a right. It is a key to the 21st century (Fifth International Conference on Adult Education, UNESCO, 1997). The most striking contribution of adult education is now the creation of a sound global environment; and an informed and tolerant citizenry against the threat of war and tension in the world.

Thus, beyond the sphere on an individual and his nation adult education is now considered a link with the survival of entire mankind.

1.2. MEANING AND CONCEPT OF ADULT EDUCATION

The concept of 'Adult Education' has undergone an impressive evolution across the ages. It has acquired a huge number of synonyms and alternative names subject to cultural and ecological changes from country to country, region to region and within the same country, during different periods. Some of the most laudable nomenclatures are 'recurrent education' in U.S.A., 'continuing education' in undivided USSR, Australia and Newzealand, 'social education' in India, Japan, Korea, 'further education' in the U.K., 'non-formal education' in Indonesia, Srilanka and Thailand, and 'adult education' in China, Vietnam,
Bangladesh, Pakistan and India. The UNESCO (1977) has recently pronounced it as the 'Youth and Adult Education'.

In India, adult education has also been recognized in different names during plan periods as 'social education' in the first and second plans, 'social and adult literacy' in the third plan, 'adult literacy' in the forth plan, 'nonformal education' in the fifth plan, 'adult education' in the sixth and seventh plans and 'mass education' in the eighth plan. Thus, it is difficult to arrive at a unanimous concept of adult education. As Bhola (1988) has remarked,

"The concept of adult education has indeed been under considerable normative and pragmatic strains. A definitional analysis of the concept itself will be found to be an illuminating exercise" (P.16).

However, the scope of adult education is as pervasive as to encompass all sorts of educational experiences and activities that are imparted to the elders who have missed their early institutional or formal education. The same has been observed by Liveright and Haygood (1969) as,

"Adult education is the process whereby persons who no longer (or did not) attend school on a regular and fulltime basis undertake sequential and organized activities within a conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes, or for the purpose of identifying and solving personal and community problems" (P.9).

But, adult education is not merely an alternative to formal schooling. It is meant to involve all kinds of learning from casual to incidental which may occur in a normal environment to that which may take place in the formal institutionalized settings. As mentioned in the Encyclopaedia America (Vol-I)
"Adult education is such a pervasive phenomenon that it eludes precise definition. In its broadest meaning it includes all experiences that mature men and women to acquire new knowledge, understanding, skills, attitudes, interests or values" (P.196).

Again, adult education is not only an affair of the matured men and women. Since human life is a series of problems and an individual may face problems at any stage of his life he needs skills and experiences throughout his life. Realising the need of adult education throughout one's life the International Commission on Education (1972) has rightly submitted,

"The normal culmination of the education process is adult education. Every individual must be in a position to keep learning throughout his life" (P.205).

Thus, unlike the legislation of some countries offering adult education to the clients of a certain age group, adult education should be made available to the persons of all ages.

In practice, adult education is often synonymously understood as 'adult literacy' which refers to the rudimentary knowledge of 3 Rs. i.e. reading, writing and arithmatic of an individual. But, in true sense adult education is far beyond the 3 Rs. Instead, it includes a wide variety of skills, experiences and activities that enables an individual to attain his around personal development along with socio-economic and cultural development of his society. Considering the broad nature of adult education the UNESCO (1976) has rightly precised,

"The term adult education denotes the entire body of organized educational process, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and
universities as well as an apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications, or turn them in a new direction and bring about changes in their attitude or behaviour in the two-fold perspective of full personal development and participation in balanced and independent social, economic, and cultural development” (P.2).

Thus, adult education is broader than its conventional identity of 3 Rs. It encompasses all sorts of formal, non-formal, informal or incidental learning and continuing education that all together equip each man and woman, young or adult of all ages to face the challenges of his or her own life and the society or nation.

Then, literacy which provides an access to the world of letters is not enough to build an individual. It is, nodoubt, necessary and desirable for an effective access to the wider world of information, communication, modernisation, innovation and skills. In other words, literacy is not merely an and in itself. It is rather a means to achieve higher skills, experiences and abilities. The World Declaration of Human Rights (1948) has emphasized education “as a fundamental human right, and literacy as “an access of an entry point to the realization of the right.”

In its broadest sense, literacy to be woarthwhile in one's practical life, must be functional in nature. Explaining the functional nature of literacy the UNESCO's Declaration of the 'Right to Learn' adapted at the Paris Conference on Adult Education (1985) mentioned,

"Recognition of the right to learn is now more than ever a challange for humanity. The right to learn is:
- the right to read and write;
- the right to question and analyze;
- the right to imagine and create;
- the right to read one's own world and to write history;
- the right to have access to educational resources;
- the right to develop individual and collective skills.

Therefore, functional literacy in its broadest form may be considered adult education. As envisaged in the National Literacy Mission Document (1988) "Functional Literacy' implies: (1) achieving self-reliance in literacy and numeracy; (ii) becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organization, and participation in the process of development; (iii) acquiring skills to improve the economic status and general well-being; and (iv) imbibing the values of national integration, conservation of the environment, women's equality, observation of small family norm, etc.

Adult education is expected to assume a further greater role in the millennium century. To this effect, the UNESCO (1997) has timely pointed out,

"Adult education thus becomes more than a right; it is a key to the twenty-first century. It is both a consequence of active citizenship and a condition for full participation in society. It is a powerful concept for fostering ecologically sustainable development, for promoting democracy, justice, gender equity, and scientific, social and economic development, and for building a world in which violent conflict is replaced by dialogue and a culture of peace based on justice" (The Hamburg Declaration, IJAE, July-Sept, 1997, P-5).

Adult education, thus, makes a citizen conscious and responsible to meet all the challenges of the entire world approaching to the 21st century. A person is expected to discharge his active and effective role in ecological, political, social, economic, scientific and cultural fields starting from personal to global spheres.
Again, mankind cannot survive in a culture of violence. Thus UNESCO (1997) also submitted,

"If humanity is to survive and to meet the challenges of the future, informed and effective participation of men and women in every sphere of life is needed".

In other words, adult education should promote an informed, skilled and tolerant citizenry against illiteracy, poverty, social prejudices, socio-political discrimination, environmental hazards and threat of violence that the whole mankind is suffering.

While asserting the role of adult education in the changing scenario the UNESCO (1997) has stressed upon four pillars of education: learning to know, learning to do, learning to live and learning to be. So far most adult education focuses on learning to do particularly how to earn a living. Even learning to know is felt a bit. But, the importance of 'learning to live together is far from being realized. A little adult education is directed to teach us to live together by developing our capacities for democratic participation and skills for resolving conflicts. Worst of all is the stress on 'learning to be'. It means to develop the human partentialities in all walks of life, to shoulder responsibilities as individuals, members of family and the community, as citizens and producers, and as creative and moral beings.

Thus, at present adult education is considered an imperative at every walk of life, may it be a work place, home or community. Every person young or old is expected to be competent enough to deal effectively with all the matters concerning himself, his society and the global environment.

1.3 MODEL OF CURRENT ADULT EDUCATION PROGRAMME

Launching of the National Literacy Mission (1988) gave a new thrust to the adult education programme in the country. Consequent upon the successful
experiment in Ernakulam district of Kerala (1989) the Total Literacy Campaign (TLC) emerged as to be a countrywide innovative model of adult education programme in 1989 towards achieving NLM target of literacy mostly in the adult age group. Since then, it has been in operation gradually spreading to several other districts of the country.

**Concept of Total Literacy Campaign:**

As per the norm of the National Literacy Mission (1989) 80-85% success rate of literacy in certain area or district is considered total literacy. Further attempts are being made to achieve cent percent or high success rate of literacy in the TLC Project areas.

**Nature of TLC:**

The Total Literacy Campaign is area-specific, time-bound, volunteer-based, cost-effective and outcome-oriented in nature. It is a societal mission and the success of the campaign rests on mass mobilization and involvement of all sections of the society.

**Objectives and Targets:**

The objectives of TLC are formulated on the basis of the objectives of the NLM. Thus, TLC aims at imparting functional literacy to the learners by which they will be able to (a) achieve self-reliance in literacy and numeracy; (b) become aware of the causes of their deprivation and moving towards amelioration of their condition through organization, and participation in the process of development, (c) acquire skills to improve the economic status and general well being and (d) imbibe the values of national integration, conservation of environment, women's equality, observation of small family norm, etc. Under TLC, the endeavor is to provide education to all young and adults who have been denied the opportunity. Depending on the size of the population of the project area the age group for learners is fixed up between six and sixty years. Normally, TLC covers 9-45 years age group.
Pre-requisites of TLC:

For successful implementation of the TLC following are the major pre-requisites:

a) Mobilizing public opinion for creating community participation in literacy efforts;

b) Mobilizing illiterates as a group to motivate individuals to demand literacy;

c) To sensitize the educated sections of the society so that they will participate as volunteer instructors;

d) An intensive publicity drive to build the tempo and to sustain it throughout the duration of the programme; and

e) Utilization of all kinds of media and art forms for dissemination of the message that literacy is necessary and desirable.

Strategy of TLC:

Generally the following components are included in a strategy for implementing TLC in certain project area.

Motivation and Mobilization:

Mass mobilization and people's participation for bringing about social change and generating awareness and enthusiasm for literacy are essential for successful implementation of the programme. An intense publicity drive through all sorts of media viz; posters, banners, hoarding, wall-writings, newspapers, articles, Padayatras, Kalajathas, fairs, folk songs and dances, exhibitions, regular radio and T.V. programmes, etc. may be made to disseminate the message that literacy is necessary. Learners and volunteer instructors are to be properly motivated at all levels of the programme.

Identification of Learners and Personnel:

A total literacy survey is conducted for identification of learners, volunteers and other functionaries. The survey information are compiled at the village/ward level and consolidated at the Panchayat, Block and District levels.
The personnel required for implementing the TLC programme are identified proportionately as follows.

One Volunteer (VT) per Ten learners.
One Master Trainer (MT) per 25-30 volunteers;
One Resource Person (RP) per 25-30 master trainers, and
One key Resource Person (KRP) per 4 resource persons.

However, to preclude the possibility of mid-programme drop out problem among VTs and MTs 10% more than the actual proportion are identified. Illiterate and semi-literate young and adults of each household are identified as learners. The volunteers (instructors) are identified at the village/ward level. Usually they are educated unemployed youth of the locality, school or college going students, teachers and active service holders of the locality having interest in the cause of literacy. Master Trainers (MTs) are identified at the village or ward level. Generally they are activists of voluntary organizations having experience in nonformal education activities, teachers and active service holders. Resources persons (RPs) are identified at the Block or Zone level. Persons having experience in educational activities and talent in the social work and communication skills are identified. RPs are usually the teachers and active service holders of the concerned areas. Key Resources Persons (KRPs) are usually drawn from the State Resource Centers (SRCs) of each State. They may be highly experienced educational activists. A panel of KRPs is prepared at the district level.

**Training Programme:**

The success of TLC depends on a well planned training programme. Key resource persons train the resource persons at the district level. Resource persons train the master trainers at the block or zone level. Similarly Master trainers impart necessary training to the volunteer instructors at the Gram Panchayat and sub-zone level. Training plan for a district or project with an illiterate population of one lakh is normally as follows:
Each Resource Team of 02 would train 50 Master Trainers
Each MT Team of 02 would train 50 volunteers

Resource persons are trained by the key Resource Persons

The training schedule of TLC is indicated below:

- **Resource Team Training**: 7 Days
- **Master Trainers training at Block level**: 7 Days
- **Volunteers training at village Level**:
  - 4 days initial
  - & 3 days midway

The training curricula are developed for all levels of trainees at the State Resources Centers. Generally, learners and volunteers' motivation, teaching-learning process, literacy primers, and teacher's guide, evaluation etc., are covered in the curricula.

**Teaching-Learning Materials:**

The teaching-learning materials of TLC are based on a new pedagogy called Improved Pace and Contents of Learning (IPCL). The IPCL approach confirms Rapid Literacy Method (RLM) within a period of 200 hours or 5-6 months. It provides,

- reduced duration of learning;
- improved motivation of learners and functionaries; and
- in-built mechanism for evaluation, including self-evaluation by the learners.

Under IPCL, 3-graded primers are provided, each grade progressing to a higher level of learning. The entire learning material is divided into three because one single volume would be bulky and threatening on the part of the learners. The IPCL primers cover the following skills:

**Level-I**

- Ability to
  - read and write numbers up to 50;
Level - II

Ability to
- read and write words/sentences using most frequent letters and vowel signs;
- read and write words and sentences having almost all the letters, all vowel signs and some conjunct letters;
- read and write numbers up to 100 and do simple addition and subtraction up to 100;
- write names of family members and one's address.

Level - III

Ability to
- read and comprehend a small passage (unknown text/newspaper heading, road signs);
- compute simple problems involving multiplication and division;
- apply skills of writing and numeracy in day-to-day activities, i.e. writing letters, filling up forms, etc.

Besides 3 graded primers, learners are provided with one slate and lead pencils.
The volunteers are provided with a set of these learning materials and a teacher's guide which spells out the details of how the primers would be used.
The primers are supplied to the learners.

Duration of TLC Programme:

Normally TLC Programme is planned to be completed within a year. Prior to the commencement of teaching-learning process necessary preliminaries like environment building, identification of learners and personnel, preparation of materials, training of the personnel, establishing monitoring system, etc. are taken up in the first half of the year. Teaching-learning process takes place in the second half of the year. The duration of the teaching-learning process to impart functional literacy is 200 hours spread over 5-6 months.
behind this schedule is that the adult learners can sustain their motivation only for a short period of 5-6 months and minimum level of literacy can be achieved in about 200 hours.

**Organizational Structure of TLC:**

TLC is administered and monitored at the district level by a District Literacy Council or Zilla Saksarata Samiti (ZSS), an independent autonomous Non-Government Organization (NGO) which is a registered society under Societies Registration Act, 1980. The Leadership to the ZSS is provided by the District Collector or Chief Executive Officer, Zilla Parisad as the Chairman of the Executive Committee of the ZSS. At Sub-Division Level, a Sub-Divisional Saksarata Samiti works under the leadership of the Sub-Collector. The Block in rural area and N.A.C. or Municipality in urban area are treated as TLC projects with the concerned administrative officer as the Project Coordinator (PCO). A Saksarata Samiti also works at this level. The area of a Gram Panchayat (G.P.) in rural area or a Zone, comprising a few Wards, in urban area is designated as a Sub-Project. It works under the leadership of a Sub-Project Co-ordination (SPCo). Usually an Extension Officer of Block/NAC/Municipality or a Village/Ward Level Worker (VLW/WLW) or the Head Master / Mistress of Headquarters High School or the activist of any reputed voluntary organization works as the SPCo. A people’s committee is also formed at this level to monitor the progress of TLC activities. At Village/Ward Level, a Literacy Committee functions under the leadership of a Village/Ward Coordinatator (VCo/WCo) who may be a local school teacher or any other interested volunteer of the locality. The organizational structure of a TLC Project is normally four-tier as shown in the following chart.
<table>
<thead>
<tr>
<th>Level</th>
<th>Administration</th>
<th>Literacy Council</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>District</td>
<td>ZSS</td>
<td>Chief Project Coordinator</td>
</tr>
<tr>
<td></td>
<td>Collector</td>
<td></td>
<td>Or Chairman, ZSS</td>
</tr>
<tr>
<td>Block/NAC/Municipality</td>
<td>BDO/Executive Officer</td>
<td>Block Project Saksarata Samiti</td>
<td>Coordinator (PCo)</td>
</tr>
<tr>
<td>Gram Panchayat/</td>
<td>GPO/Extension Officer</td>
<td>GP Saksarata Samiti</td>
<td>Sub-Project Coordinator (SPCo)</td>
</tr>
<tr>
<td>Village/Ward</td>
<td>Village/Ward Level Worker</td>
<td>Village/Ward Saksarata Samiti</td>
<td>Village/Ward Coordinator (VCo/WCo)</td>
</tr>
</tbody>
</table>

The National Literacy Mission Authority (NLMA) being headed by a Director General (DG), monitors the campaign activities of ZSSs. directly from the Central Level as the apex body of the Central Government. It approves the project proposals of different ZSSs., finances, supervises and evaluates the projects from time to time. At the State Government Level, a State Literacy Mission is established under a State Literacy Mission Authority (SLMA). It recommends the project proposals of the concerned ZSSs for approval at NLM level, finances the projects partly and provides aid and advice to the ZSSs. Further, the Directorate of Mass Education at the State Level undertakes inter-monitoring of the projects and suggests measure for their evaluation. TLC Projects are regularly supervised and Monthly Progress Reports (MPRs) are prepared at all levels, from village to the district. These MPRs being consolidated at the ZSS level are sent to the SLMA and NLMA for information and further actions.

The State Resource Centre (SRC) of each State provides the following principal supports to the programme:

- Preparation of teaching-learning materials keeping in view the
objectives of functional literacy. These materials are to be prepared in spoken languages as far as possible;

- Preparation of training materials namely, teachers' guides, teaching aids, audio-visual materials, etc;
- Organization of training programmes for official and non-official TLC functionaries; and
- Evaluation of the project outcomes.

Another premier organization, the Bharat Gyan Vigyan Samiti (BGVS) supported by the National Literacy Mission organizes the Bharat Gyan Vigyan Jatha (BGVJ) programmes to arouse awareness and motivation in every literate and illiterate person towards eradication of mass illiteracy from the country. The programme is implemented in three phases; Pre-Jatha, Kala-Jatha, and Post-Jatha activities. In the Pre-Jatha phase, lectures and seminars on literacy campaign are organized at district headquarters. In the Kalajatha phase, a team of artists including women present cultural items like short plays, songs, etc. on the general theme 'Literacy and Science for National Integration and Self-reliance' the central slogan of BGVJ. The scripts for the cultural items are produced at national level and then they are translated in regional languages. Training and rehearsals for the Kalajatha teams are conducted at state and district levels. In Post-Jatha phase, action on literacy programme is organized. Over 200 whole-time volunteers, called 'Literacy Ambassadors' each responsible for the activities in one to three districts are the key persons in the organization of BGVJ. The BGVJ is established at the Central and State level to monitor the Jath activities.

**Evaluation of TLC:**

Evaluation of learners' progress is an integrated and continuous process of TLC. The progress of the learners is evaluated through two criteria: the completion of Primer-III by a learner and the performance of the learner over the '9-Test Series on Literacy' designated as T-9, specifically designed by Prof.
Prescribed Level for Literacy Attainment

Reading:

a) Reading aloud with normal accent simple passage on topic related to the interest of the learners at a speed of 30 words per minute.

b) Reading silently Small paragraphs in simple language at a speed of 35 words per minute.

c) Reading with understanding road signs, posters, simple instruction and newspapers for neo-literates, etc.

d) Ability to follow simple written messages relating to one's working and living environment.

Writing:

a) Copying with understanding at a speed of seven words per minute.

b) Taking dictation at a speed of five words per minute.

c) Writing with proper spacing and alignment.

d) Writing independently short letters and applications and forms of day-to-day use to the learners.

Numeracy:

a) To read and write 1-100 numerals.

b) Doing simple calculations without fraction involving addition, subtraction up to three digits and multiplication and divisions by two digits.

c) Working knowledge of metric units of weights, measures, currency, distance and area, and units of time.

d) Broad idea of proportion and interest (without involving fractions) and their use in working and living conditions.

The IPCL primers comprise all the 9 Tests or T-9. Primer-I covers from T-1 to T-3 while Primer-II covers from T-4 to T-6. Prime - III comprises of T-7 to T-9. Tests from T-1 to T-8 come under formative evaluation and T-9 comes under summative evaluation. Both Internal and External Evaluation are conducted to assess the
achievement of the learners by the native personnel of any TLC project and a Joint Evaluation Team (JET) comprised of a number of experts drawn from outside the project. Usually any external agency is instructed with responsibility of external evaluation by the NLM.

Financial Provision:

The TLC projects are financed by the State Government concerned and the Central Government on a sharing basis in 1:3 or 2:3 ratios.

Post Literacy and Continuing Education:

Education is a life long process. The TLC can not be considered complete unless it is followed by suitable post-literacy and continuing education activities. The basic literacy skills acquired by the neo-literates are to be stabilized and consolidated. Otherwise there is high risk of persons getting relapsed into illiteracy. Thus, the TLC is followed by a planned Post-Literacy Campaign (PLC) and Continuing Education programmes. The programmes are administered and monitored by the ZSS also.

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