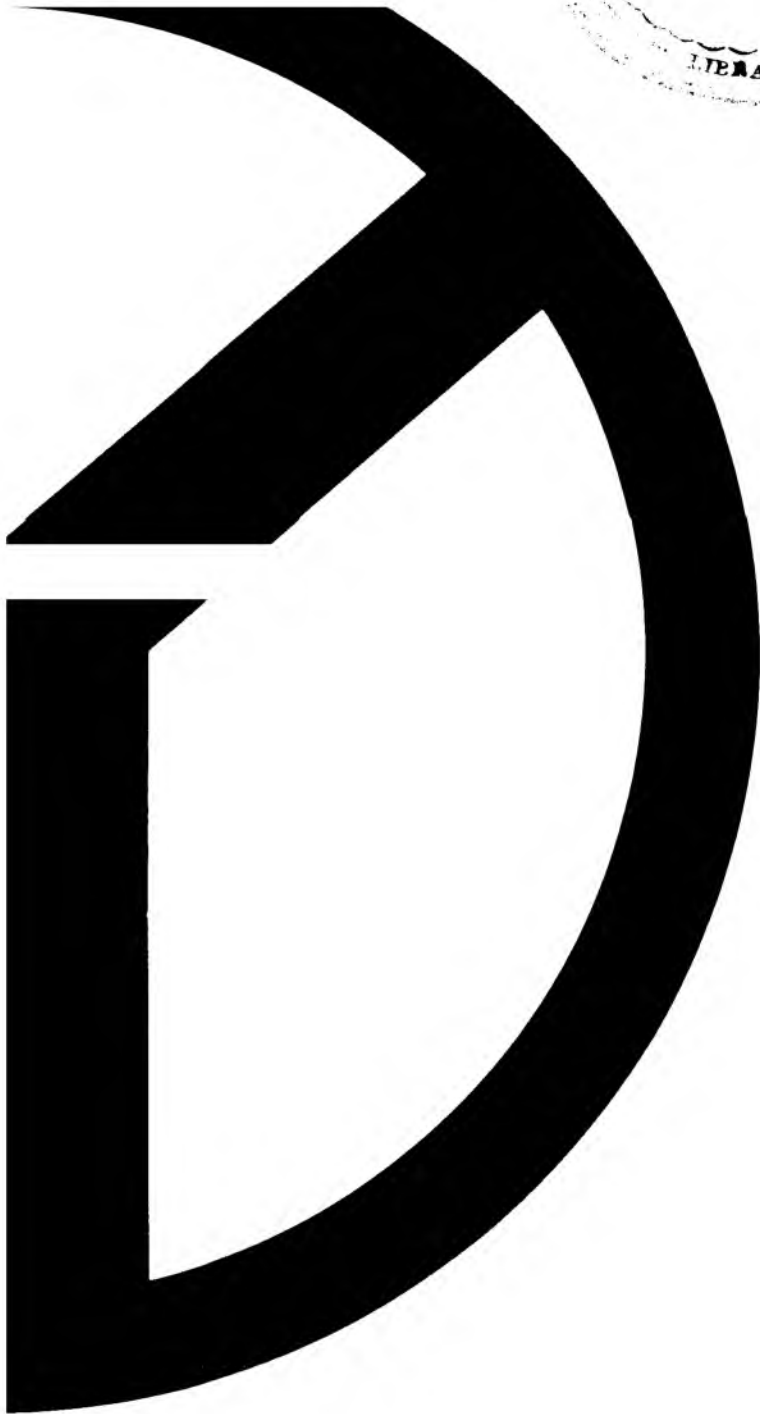


**National Adult Education  
Programme**

**THE FIRST YEAR**



*Ministry of Education and  
Culture, New Delhi. October 1979*



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# Preface

The National Adult Education Programme was formally launched on the 2nd October, 1978. As we take stock of the developments of the last one year, the impressive thing seems to be the interest evinced in the Programme by the various sections of society—the political leaders, teachers, development agencies and the vast masses of illiterate people.

The most significant aspects of NAEP, perhaps, are the flexibility of approach built into it and the conceptual position which visualises it as indispensable to the country's development. Naturally, there is a considerable variety in the type of programmes being organised—and it has induced a fresh look at issues in education and development.

An attempt has been made to present a frank appraisal of the Programme during the last one year or so. Our appraisal could have been better and unequivocal if the data had been more complete, particularly about coverage of women and of persons belonging to the Scheduled Castes and Scheduled Tribes, and if some kind of verification could have been undertaken of the information furnished by the various agencies. However, this report contains enough information to justify the assertion that the Programme has indeed got off to a start.

We would be happy if this report, *The First Year*, stimulates appraisal of the Programme at the State, district and the project levels. We also hope that it would facilitate an understanding about the various aspects of the Programme and would encourage constructive criticism regarding the manner in which it is being implemented.

P. SABANAYAGAM  
*Secretary to the Government of India  
Ministry of Education & Culture*

New Delhi, dated September 7, 1979

# Looking back

“For the poor, education means food and clothing”, Gandhiji said way back in 1943. By putting it thus, he taught us that for education to be meaningful it must be correlated with the living and working conditions of the people. For Gandhiji education was the primary method of development.

**For education to be meaningful it must be correlated with the living and working conditions of the people.**

Mahatma Gandhi's vision of people's education was built into the assumptions on which the Policy Statement on Adult Education was based. The publication of this Statement and the Outline of NAEP in January, 1978, was preceded by extensive consultations with political leaders, representatives of trade unionists, teachers, youth and of voluntary agencies. The University Grants Commission and the Association of Indian Universities also accepted this Programme and made recommendations regarding the manner in which universities and colleges might contribute to it. The Parliament's Consultative Committee on Education and the National Board of Adult Education also lent their support to these documents.

The operational details of the NAEP were examined by a Working Group which comprised official and non-official experts. The recommendations of this Working Group were examined by representatives of the State Governments. The Policy Statement, Outline of the NAEP and the recommendations of the Working Group were considered and approved in a Conference of Education Ministers of all States in July, 1978.

When the NAEP was launched on the 2nd October, 1978 there was already a national consensus behind it. The launching of the Programme was marked by celebrations at the national, State, district and village levels. Practically every university and nearly 3000 colleges organised seminars or discussion sessions on the NAEP. There was an awareness among all that a momentous new programme was being launched.

The experience of the last one year reinforces the conviction that education can be a means for involvement of the poor and illiterate masses in the process of development. Also, during this period it has become increasingly evident that it would be wrong to assume that all agencies responsible for the planning and implementation of this Programme necessarily have a commitment to it. The mechanisms of vigilance must remain active to deepen commitment and to warn against the persistent danger of the Programme becoming a mere literacy campaign, rather than a part of the country's strategy of economic development and redistributive justice.

**Education can be a means for involvement of the poor and illiterate masses in the process of development.**



*"For education to be meaningful it must be correlated with the living and working conditions of the people."*



# Implementation agencies

NAEP can be implemented only through a determined effort of all sections of society. It is not the sole responsibility of one department in the Central or the State Governments, not even of Government alone; nor is it only a partnership of educational institutions and Government, or of voluntary agencies and Government. A pre-condition for the success of the Programme is active participation of all sections at all levels, particularly in the field where the adult education centres are to be organised. From the very beginning, therefore, it was envisaged that a variety of agencies would share implementation responsibility. While the strengths and weaknesses of the various agencies would surface over a period of time, the size of the programme being implemented by them and certain perceptible trends are being described here.

## The State Governments

While the State Governments have responsibility for implementation of all aspects of the programme through all the agencies in the State, they have a specific role to play as the largest implementation agency in most of the States.

Every State and Union Territory has taken steps for implementation of the programme. All of them have accepted the recommendation of the Working Group to implement the programme in the form of compact projects to be taken up in one or more blocks through specially chosen staff. They have also adopted the financial norms set out by the Working Group. The NAEP is mainly a programme for the rural areas, and even there the emphasis is on coverage of women and of persons belonging to the Scheduled Castes and the Scheduled Tribes. These priorities have also been fully accepted by all the States. They also accept that NAEP is not a mere literacy programme, but is an indispensable part of a development

A pre-condition for the success of the Programme is active participation of all sections at all levels.

## MINIMUM NEEDS PROGRAMME

ELEMENTARY EDUCATION
ADULT EDUCATION
RURAL HEALTH
RURAL WATER SUPPLY
RURAL ROADS
RURAL ELECTRIFICATION
HOUSE FOR LANDLESS LABOURERS
URBAN ENVIRONMENTAL IMPROVEMENT
NUTRITION PROGRAMME



*"NAEP can be implemented only through the determined effort of all sections of society..."*



plan aimed at significant amelioration of the condition of the poor through provision of a package of minimum needs.

While the will exists in the States for implementation of the NAEP, the progress of projects taken up by them has been uneven. While in some States—such as Bihar, Gujarat, Nagaland, Arunachal Pradesh and Jammu & Kashmir—not only the Centrally-funded Rural Functional Literacy Projects, but the projects funded by the State Government have also got off to a good start, the progress in most other States has been slow. Delays in laying down of new procedures for selection of personnel have necessitated deferment of the new programme in UP, Rajasthan, Maharashtra, Karnataka, Andhra Pradesh, Haryana, Manipur and Sikkim. In most of the remaining States concrete steps for the start of the new projects are yet to be taken. They are continuing to run the earlier Centrally-funded or States' own projects. In UP and Tamil Nadu, owing to drastic reduction of funds, the programme being run in the earlier years with the States' funds has also been drastically reduced.

While the will exists in the States for implementation of the NAEP the progress of projects by them has been uneven.

### Voluntary Agencies

From the beginning of the Programme it was visualised that in addition to the State Governments, the voluntary agencies would play the most important part in the implementation of the NAEP. The Scheme of Assistance to Voluntary Agencies was, therefore, reviewed and the pattern of financial assistance liberalised. The voluntary agencies can now receive as grant from the Ministry 100 per cent of the programme cost and 75 per cent of the administrative cost. In accordance with the recommendation of the Working Group, it was decided that the organisations of the following categories, while they have an important role to play in the motivation of the learners as well as the various categories of functionaries, should not be eligible to receive financial assistance under the Scheme:

- the political parties and their mass organisations of women, youth, workers and peasants;
- all-India cultural, religious and youth organisations; and
- federations/associations of teachers, employees and of trade and industry.

Concern was expressed in the National Board of Adult Education and in Parliament's Consultative Committee regarding mushrooming of voluntary

agencies.



## *Field Report*

### **Adult Education through Nehru Yuvak Kendra**

NYK in Cuddalore, South Arcot district of Tamil Nadu, was established on 1-12-1973 and I have been working as its Youth Coordinator since the beginning. We had been organising programmes of nonformal education, vocational training, social service, and sports and recreation.

In 1977-78 the National Service Volunteer Scheme was started and two graduate volunteers were allotted to NYK, Cuddalore. Shri B. Anantha Narayanan and Miss V. Lakshmi joined the NYK in October, 1977 after one month's intensive training in youth organisation and adult education. Anantha Narayanan took up the programme in Viradhachalam Block and Lakshmi in Cuddalore Block. They organised 23 and 16 *Chetna Sanghs* respectively. They were relieved in October, 1978 and are now to join as supervisors in Government's adult education programme.

The next two NS Volunteers are Shri P. Singaravelu and Miss V. Bhuvanewari. They also had an intensive training of one month before joining. They could not start the *Chetna Sangh* programme early because funds were not received in time from the Ministry of Education. They have now started 23 *Chetna Sanghs*.

*Chetna Sangh*, which literally means organisation for awareness, is a youth activity as well as an adult education centre. In a *Chetna Sangh* literacy, functional and vocational education, discussion groups, community service, recreational and cultural activities, etc., are organised. Decision regarding activities is taken on the basis of interests of the learners.

There are 312 youth clubs in South Arcot district, some of which also organise literacy and other adult education activities. The youth clubs work closely with the *Chetna Sanghs* and assist in creating interest in the entire village.

As a result of the *Chetna Sangh* programme, reading interest has been created among the participants. In 30 villages membership drives were undertaken for linkage with the Branch Libraries, managed by the Local Library Authority. Newspapers and magazines are obtained by the youth clubs, with the local panchayat also making a small financial contribution.

During the ten-month phase of *Chetna Sangh* various development officials hold discussions with the participants. They also provide literature to them. As a result, milk supply cooperative societies have been established in 3 villages and a number of milch animals have been purchased with subsidy from SFDA. There has also been a perceptible increase in the use of improved seeds, fertilisers and plant protection chemicals. When there was an outbreak of malaria and brain-fever the youth club and *Chetna Sangh* workers assisted the Primary Health Centre authorities in taking measures for treatment and eradication. In one village the members of the *Chetna Sangh* have taken initiative to set up hand-made matches manufacturing industry and have established useful contact with the District Industries Centre.

I intend to increase the number of NS Volunteers to four after November, 1979 and enlarge the *Chetna Sangh* programme.

N. BALASUBRAMANIAN  
*Youth Coordinator*  
Cuddalore  
Tamil Nadu



agencies. It was, therefore, decided that only those voluntary agencies which have been registered for a year and have given some evidence of voluntary involvement in adult education activities, would be eligible for financial assistance. With the help of a number of all-India organisations—such as Indian Adult Education Association, Adimjati Sevak Sangh and Gandhi Peace Foundation—steps were taken to mobilise voluntary agencies for the NAEP. The voluntary agencies themselves have shown an enormous vitality and have come forward in large numbers to participate in the NAEP. There is now a visible resurgence of voluntary effort—and that is the most hopeful sign for the future of the NAEP. A remarkable feature of the last couple of years has been the participation in adult education of institutions of khadi and village industries, of rural development and those which had so far been concerned exclusively with formal education. At present 603 voluntary agencies have been sanctioned funds for running 27,956 adult education centres extending in 17 States and 4 UTs. While the mobilisation of voluntary agencies in Maharashtra, Gujarat, Bihar, Rajasthan and Manipur is impressive, and it is picking up in UP and Karnataka, it is yet to take place in a number of other States like West Bengal, Assam, Orissa, Madhya Pradesh, Tamil Nadu, Kerala, among others.

**There is now a visible resurgence of voluntary effort.**

**At present 603 voluntary agencies have been sanctioned funds for running 27,956 adult education centres.**

**Statewise break up of Voluntary Agencies approved for financial assistance as on 1st September 1979**

State/Union Territories	No. of Agencies approved	Amount of grant approved (Rs. in 00,000)	No. of Centres approved
Andhra Pradesh	8	7.43	440
Assam	8	4.94	300
Bihar	71	44.21	2750
Gujarat	112	123.39	7480
Haryana	4	3.28	200
Himachal Pradesh	1	0.77	60
Karnataka	25	18.48	1040
Kerala	12	9.56	460
Madhya Pradesh	24	14.40	905
Maharashtra	139	76.10	4430
Manipur	7	5.92	444
Orissa	18	11.69	620
Punjab	2	1.75	120
Rajasthan	66	50.48	2870
Tamil Nadu	23	24.30	1377
Uttar Pradesh	48	32.26	1590
West Bengal	11	8.81	570
Delhi	11	6.66	390
Goa, Daman & Diu	1	0.50	30
Mizoram	1	1.18	60
Pondicherry	1	0.49	30
All India Organisation	10	26.58	1790
	603	473.18	27956



## Field Report

### A Khadi Institution's Programme

The Khadi & Village Industries (K&VI) institutions of Rajasthan have decided to actively participate in the NAEP. Already 45 such institutions have joined the Programme.

K&VI institutions look at the NAEP as a programme of people's education and of their awakening to realise Gandhiji's vision of basic education and *Gram Swarajya* (village self-rule).

One of the K&VI institutions is the *Gram Swarajya Samiti*, Makrana. Makrana is famous throughout the world because the beautiful marble with which Taj Mahal was built was taken from the quarries around it. The rural area around Makrana is, however, arid and poor. The *Gram Swarajya Samiti* has selected the eastern part of Parbatsar block for running 30 adult education centres. These villages had been chosen earlier for intensive programme under a scheme of Khadi & Village Industries Commission. This intensive programme visualises extension of K&VI activities to every family so that essential economic needs and work opportunity is provided to all. Adult education is viewed by us as a supportive activity for the intensive K&VI programme.

Already the training centres for spinners and weavers have become adult education centres where the participants learn about cotton and wool, the yarn count, their marketing and improved spinning wheels and modernised looms. In village Jasoori one of the weavers is working as the adult education instructor and in village Barwala a woman spinner organises training of women in literacy and use of *Ambar Charkha*.

A beginning is made by involving all villagers and discussing with them about *Gramdan*, *Nashabandi* (abstinence from liquor), *Lok-Adalat* (people's court) and creation of *Lok Samitis* (village vigilance committees). It is by creation of a new corporate life in the village, a new awareness about their strength and worth among the people, that true people's education programmes can be organised.

In the Samiti we lay considerable emphasis on the monthly meeting with the instructors. They come to Makrana for one, sometimes two, days. They report about the progress of their programme and plan the activities for the coming month. The Gandhian approach of decentralised development of village economy and the principles of all-sided development of people and environment (*samagra vikas*) are subjects of discussion every month. As a result of these discussions the instructors acquire capability not only to systematically organise adult education programmes, but to infuse a new life in the villages.

BADRI PRASAD SWAMI,  
*Gram Swarajya Samiti*  
Makrana,  
Rajasthan.



A large number of voluntary agencies have the advantage of having served the community for which they now organise adult education centres. Besides, experienced and committed social workers generally guide the work of these agencies. However, it has been observed that most of the agencies are not able to visualise the developmental promise of adult education, and their management is in need of reorientation. There has also been criticism about the administration of this Scheme by the Central and the State Governments. Dissatisfaction has mainly been regarding the delays in processing of the cases of the voluntary agencies in State Governments and in release of funds by the Central Government.

**Most of the agencies are not able to visualise the developmental promise of adult education.**

### **Universities and colleges**

The University Grants Commission and the Association of Indian Universities have called upon all universities and colleges to actively participate in the NAEP. The Commission has issued Guidelines on Adult Education and Extension Programmes. The Indian Council of Agricultural Research has adopted these Guidelines for agricultural universities and other institutions of higher education being supported by it. These Guidelines commend running of adult education centres through university and college students and assure financial assistance for such activities.

It has also been decided to give much greater importance to adult education activities in NSS. The NSS and adult education personnel are working closely together in universities and colleges. A large number of seminars for involvement of teachers and students have been organised throughout the country. Detailed curricula for training of students and part-time supervisors have been developed and several institutions of higher education have shown interest in producing teaching and learning materials and in organisation of research and evaluation connected with the NAEP.

While involvement of universities and colleges is a nation-wide phenomenon, in the States of Maharashtra, Bihar and Tamil Nadu the enthusiasm evinced by them is most impressive. At the end of August, 1979, 49 universities and 515 colleges had been sanctioned funds by UGC for running of adult education centres. In all nearly 80 universities and over 2000 colleges have decided to participate in the NAEP. Most of them are conducting surveys and organising discussions to determine the manner of their involvement and the size of the programme to be taken up by them.

**Involvement of universities and colleges is a nation-wide phenomenon.**

The extent of involvement of universities and colleges has been a significant advance. Students and teachers of institutions of higher education can impart to the NAEP a dynamic and critical vitality. It is also probable that the involvement in this programme would bring the institutions of higher education closer to the community and would give to the students and teachers a challenging opportunity for giving practical shape to their idealism.

**Involvement in this programme would bring the institutions of higher education closer to the community.**

### **Nehru Yuvak Kendras**

As a part of preparatory action for the NAEP it was decided to examine the manner in which the NYK programme might be dovetailed to the NAEP. The National Service Volunteer Scheme was also launched in 1977-78. It was decided to provide 2-6 National Service Volunteers for each NYK and to organise 15-20 youth centres (called *Chetna Sanghs*) through each NS Volunteer. A *Chetna Sangh* is an adult education centre with arrangements for sports and recreation, social service activities, cultural programmes and discussion groups. These *Chetna Sanghs* are also organised in compact and contiguous areas with special emphasis on organisation of rural youth. It has been laid down that 50 per cent of NS Volunteers should be women and 50 per cent of the *Chetna Sanghs* established should also be for women.

## *Field Report*

### **Nonformal education for handicraft trainees**

As a result of the joint effort of the Department of Industries of the Government of Jammu & Kashmir and the All India Handicrafts Board over 700 handicraft training centres have been established, mostly in the Valley. There are about 100 such centres in and around Srinagar, the main concentration being around Pampore.

Each centre provides training of 1 to 2 years' duration in carpet-weaving, *papier mache*, *sozankari* (a kind of embroidery), metal-work, wood-carving, *shalbafi* (embroidery on shawls), etc. The number of trainees in each centre is about 50 and there are generally 3 craftsmen-instructors. Each trainee is given Rs. 60/- per month, half of which is deposited in a Savings Bank account in the trainee's name, to be made available to him for purchase of equipment upon conclusion of the training. After training, it is proposed to form craftsmen's cooperative societies and to use the State Government emporia for marketing of their goods. The trainees attend the centre for 6 hours for 6 days a week. Almost all the trainees are illiterate or early school drop-outs. Their age-group is 12 to 18 years.

The State Education Department is working closely with the programme of craftsmen's training. Nonformal education programme, aimed at providing literacy and functional education to the trainees, has been made a part of all the training centres. One hour out of the 6 during which training is provided daily is used for literacy and functional education activities. The duration of the nonformal education programme is co-extensive with the main training programme, *i.e.*, the nonformal centre courses could continue for one to two years. Literacy is being imparted in Urdu and it is accompanied by discussions about formation of cooperative societies, sources and types of raw-materials, marketing, etc.

The NCERT, the Directorate of Adult Education and the State Resource Centre (Kashmir University, Srinagar) are providing assistance in development of teaching and learning materials and follow-up books on the various crafts, health care, civic education, etc. While many learners would begin to read the follow-up books while still at the training centres, the others would use them after they have finished training.

In a nonformal education programme of this kind there is practically no problem of drop-outs or of motivation. The pace of learning is fast and the trainees are most enthusiastic. On the basis of this experience the Government of Jammu & Kashmir have taken steps to link other adult education programmes also with Applied Nutrition Programme, Horticulture Development Programme, etc.

G. M. MIR,  
*Joint Director (Adult Education)*  
Office of the  
Education Commissioner,  
Govt. of Jammu and Kashmir,  
Srinagar.





Only those NYKs where the incharge has had a one-month training in youth organisation and adult education, have been entrusted the responsibility of organisation of *Chetna Sanghs* through the NS Volunteers. There are 138 such NYKs, and the number of *Chetna Sanghs* being organised by each NYK varies from 30 to 100. The NYKs function with considerable autonomy and take their own decisions regarding the teaching and learning materials to be used and the details of the programme. In the past one year, the NYK method of organisation of adult education activities has developed as a feasible model of organisation of Government programme.

### Employers

A consensus is now emerging among the Ministries of the Central Government regarding the role of public sector undertakings in organisation of adult education programmes. The arrangement which is acquiring acceptability is that as soon as a decision is taken to set up a large industrial (or mineral or power generating) plant, steps should be taken for education and training of the population which is displaced as a result. This is intended to be done by establishment of *Shramik Vidyapeeths* (Workers' Polyvalent Adult Education Institutes). The objective would be to prepare the displaced families for employment which would be offered as a result of setting up of the plant or opening up of mines.

A consensus is now emerging among the Ministries of the Central Government regarding the role of public sector undertakings in organisation of adult education programmes.

This point can be best illustrated by citing examples. (1) Coal India Ltd., a public sector undertaking with operations mainly in four States, might organise programmes for all the illiterate and unskilled miners in 15-35 age group as well as their families within the next 3 or 4 years. For doing so, they will set up a separate organisation in each of their subsidiaries. (2) The Ministry of Energy is setting up a 2000 MW power generating plant at the cost of Rs. 7000 million at Singrauli. This is a tribal area and the setting up of a power plant would force a large number of tribal families to retreat into the interior villages. Massive investments of this size could mean considerable hardship for the local people. The Ministry of Energy plans to set up a *Shramik Vidyapeeth* from the very beginning of the project to train practically all the displaced tribal families. The expenditure will form a part of the cost of the project. (3) Steel Authority of India Ltd., a giant public sector undertaking, has asked all its steel plants to take up adult education programmes for all unskilled and illiterate employees and for the families of all workers. They have also asked the plants to organise adult education and literacy programmes, with skill training suited for the employment needs in the plants, for the illiterate and poor population of the district where the plant is situated.

Discussions have been held with the FICCI to create a similar interest in private sector. A number of private sector industries are already organising welfare and adult education programmes for their employees. Efforts are now being made to enlarge these activities.

**Statement indicating the number of adult education centres running on 30-6-1979**

States/ Union Territories	R.F.L.P.	Voluntary Agencies			N.Y.K.s	Universities and	ICDS
		State Govt. Projects	With GOI Assist.	Without GOI Assist.			
Andhra Pradesh	584	330	288	214	1066	199	232
Assam	2400	4200	270	..	238	66	127
Bihar	1490	1945	1936	..	399	64	309
Gujarat	2000	711	5342	1426	226	443	43
Haryana	2089	820	190	..	81	..	100
Himachal Pradesh	715	..	60	..	410	..	48
J&K	1143	231	..	..	68	..	94
Karnataka	880	..	458	6834	324	105	90
Kerala	1200	..	374	3490	378	..	122
Madhya Pradesh	3000	1300	778	170	620	88	180
Maharashtra	3314	530	3090	1224	..	465	142
Manipur	185	300	374	..	140	..	73
Meghalaya	165	178	..	..	..	..	50
Nagaland	340	200	..	..	3	..	20
Orissa	1020	1110	439	40	521	224	56
Punjab	..	..	120	..	236	38	100
Rajasthan	1369	1064	2600	..	414	..	85
Sikkim	170	254	..	2	4	..	64
Tamil Nadu	3600	..	1124	137	364	720	296
Tripura	608	1421	..	43	102	..	100
Uttar Pradesh	..	2457	1176	35	984	341	352
West Bengal	880	1825	380	..	296	845	255
Arunachal Pradesh	191	216	..	30	23	..	..
A & N Islands	60	34	..	3	4	..	..
Chandigarh	54	84	..	..	38	..	..
Dadra & Nagar Haveli	41	30	..	..	..	..	11
Delhi	241	270	..	2	109	70	100
Lakshadweep	30	..	..	..	..	..	..
Goa, Daman & Diu	..	..	..	..	22	..	..
Mizoram	160	70	..	..	..	..	..
Pondicherry	67	64	30	..	59	16	..
<b>TOTAL</b>	<b>27996</b>	<b>19644</b>	<b>19029</b>	<b>13650</b>	<b>7129</b>	<b>3684</b>	<b>3049</b>

Source :  
Col. 2,3 & 5 -State Governments/UT Adms. concerned, Col. 4-The Voluntary Agencies, Col. 6 The N Y Ks, Col. 7-The University Grants Commission ; and Col. 8 -The Ministry of Social Welfare.

# Resource development

All educational programmes need a variety of technical services, such as development of curriculum, appropriate instructional and learning materials, training, evaluation, etc. In the NAEP these services have been described as resource support, and are expected to be relevant to the needs of the learners and to have sufficient flexibility for use in different kinds of programmes organised by different agencies. The importance of resource development in the NAEP is not only that it affects the quality of the programme, but, what is more important, effectiveness of the adult education functionaries and the motivation of the learners are related to maintenance of satisfactory standards in resource support. While considering

The importance of resource development is that it affects the effectiveness of the functionaries and the motivation of the learners.



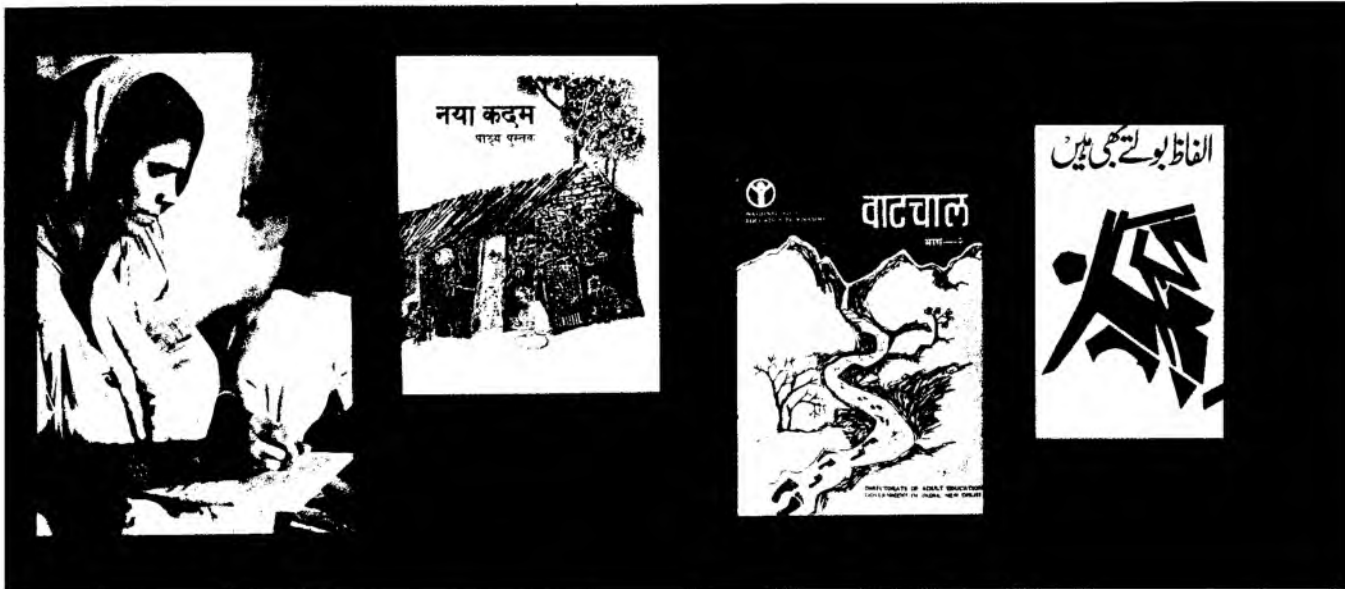
the Outline of the NAEP, Parliament's Consultative Committee had desired that in implementation of the NAEP special importance should be given to resource development and that no effort should be spared for creating a satisfactory system for this purpose.

## Curriculum development

The Directorate of Adult Education had been undertaking extensive study of the subject of curriculum construction since 1976. Since the decision to launch the NAEP the Directorate has (a) prepared survey schedules for determining the interests and learning needs separately of rural and urban groups; (b) published a book on curriculum development; (c) worked out the norms in reading, writing and arithmetic which should be attained in the expected programme of 300 - 350 hours; (d) developed illustrative curricula for certain specific learner groups, such as small and marginal farmers of western UP, small farmers in the Mahendergarh district of Haryana and agriculturists participating in the Drought Prone Area Programme in Anantpur district of Andhra Pradesh. Some of the State Resource Centres—e.g., the Indian Institute of Education, Pune, Tamil Nadu Board of Continuing Education, Madras, and Bengal Social Service League, Calcutta—have done a number of exercises in identification of interests of learners and in preparation of teaching and learning materials on that basis.

While some significant advance has been made in developing methodologies of curriculum construction, and most agencies producing instructional and learning materials have based their materials on some curricular objectives, yet systematic curricula have seldom formed the bases of teaching and learning materials in most cases. Development of competence in curriculum construction, based on systematically identified interests and needs of the learners, would be a challenging task in the coming year for all agencies concerned with resource development.

Development of competence in curriculum construction would be a challenging task in the coming year.



### Materials

In the context of resource development materials include teaching aids, learning materials as well as post-literacy and follow-up materials. Materials are not confined to the printed word, but include a wide variety of media. When the decision was taken to launch the NAEP there were practically no materials in several important regional languages. It was, therefore, decided that priority should be given to production of satisfactory materials in all regional languages. As of now reasonably satisfactory materials are available in all regional languages, as well as in several important dialects. A beginning has been made in production of materials in the tribal languages, particularly of the North-Eastern region and the tribal tracts in the regions which border West Bengal, Orissa and Bihar. Materials are now available in more than 16 major tribal languages, in each of which the script of the regional language is used. Special attention has been paid to the need for creation of materials in Urdu, which enjoys a unique status as a minority language in practically all the States of the country. A large number of agencies administering projects have developed capability to prepare their own learning materials related to the development programme of the region and the problems of the learners.

As of now, reasonably satisfactory materials are available in all regional languages, as well as in several important dialects. A beginning has been made in production of materials in tribal languages.

The fact that considerable headway has been made in the production of teaching and learning materials must not blur the limitations in this sphere. Firstly, because the materials are, by and large, not based on scientifically developed curricula, they may not seem relevant to the learners. Secondly, it has not yet been possible to build a system of evaluation in materials development. Therefore, the process is still one sided—from the professionals to the learners and not the other way round. Thirdly, there is excessive reliance on the printed word, to an almost complete disregard of the other media. Only minimal use is made of radio, TV, films, slides, etc., as supportive learning aids. Fourthly, well planned production of materials for post-literacy and follow-up programmes is yet to get organised. This is another sphere in which no further time should be lost.

### Training

An appraisal of the past programmes had shown that the common weakness among them was the absence of satisfactory training. Therefore, considerable attention was paid to training from the very beginning. While planning for the NAEP it was envisaged that the Directorate of Adult Education and the State Resource Centres would develop training materials

Considerable attention has been paid to training from the very beginning.





and would assist the other training agencies in developing training capability. The training of senior level personnel in administration, as well as among implementation agencies, was envisaged to be the responsibility of the Directorate of Adult Education. The responsibility for training of project officers and supervisors was to rest with SRCs, and other specially designated training institutes. The agencies responsible for implementation of the projects were to take care of the training of the instructors.

In early 1978, a four-week workshop of experts and field workers was organised in two parts, at Udaipur and Pune, to prepare a Handbook on Training of Adult Education Functionaries. The workshop was very successful and the Handbook was published by the Directorate of Adult Education in March 1978. It has provided the much needed practical guidance to the various agencies undertaking training activities. The Directorate of Adult Education has also published a number of other books to assist in organisation of training programmes. It also intends to get a number of films made for the training of the instructors.

Training of key personnel of various types has proceeded satisfactorily. These training programmes have included the following:

- (a) Two reorientation seminars of District Collectors and senior officials of State Development Departments—organised at the National Institute of Educational Planning and Administration, Delhi (NIEPA) and the National Institute of Rural Development, Hyderabad
- (b) Two 2-day seminars, organised on regional basis, for State Education Secretaries, Directors of Education, State Adult Education Officers, etc.—sponsored by the Ministry of Education.
- (c) One 15-day field operational training programme and three 6-day reorientation seminars for senior level administrative personnel, leaders of voluntary agencies and selected teachers from universities, one organised by NIRD and two by NIEPA.
- (d) Eight seminars for university adult educators and National Service Scheme Coordinators—organised by University Grants Commission, Indian Universities Association for Continuing Education, NIRD and NIEPA.
- (e) Three 1-week reorientation programmes for Youth Coordinators of Nehru Yuvak Kendras.

In addition, a large number of orientation and training seminars have been organised for key personnel in voluntary agencies. In organisation of these seminars the State Governments, Indian Adult Education Association, and the State Resource Centres, and a number of voluntary agencies have played a leading part.

Training of project officers and supervisors has mostly been organised through the State Resource Centres. Governments of UP, Bihar and Maharashtra have decided to designate, in addition to SRCs, other institutions also for organisation of training programmes for project officers and supervisors. Most SRCs secure cooperation of some other agencies for organisation of these training programmes. With the exception of the North-Eastern region, satisfactory training capability has been developed for the personnel of these categories in all parts of the country and every agency which selects project officers and supervisors can expect to send them for training within a few weeks after their selection. While many of the training programmes lay emphasis on field orientation and use participatory and experiential training methods, some of the training programmes tend to be excessively lecture and classroom oriented. The duration of training is expected to be 21 days, but there is a tendency to reduce the duration on the ground that a second round of training is necessary after these persons have had some field experience.

There is a great variation in the manner in which training is organised for instructors. On the one hand, there are some agencies with considerable experience in organisation of training programmes, and they organise intensive programmes for a duration of 3-4 weeks. A fair number of agencies organise the expected 3-week training programme, but there is much to be desired in the quality of their training. Most of the training programmes for instructors are for a duration substantially less than the recommended 21 days. These training programmes are, moreover, organised in a routine and unimaginative manner. The number of trainees is generally so large that effective programmes are difficult to organise.

One of the significant gains of the last couple of years has been the growing awareness regarding the importance of training. While training arrangements for senior level personnel and for project officers and supervisors seem satisfactory, the expectation that each project agency would be able to organise satisfactory training programmes for the instructors has proved to be unrealistic. It has now been decided to create a District Resource Unit, mainly to improve the training of instructors. The District Adult Education Officers, as the coordinator of the District Resource Unit, would assist, through specially trained resource persons, in the training programmes for instructors. In the coming year it would be necessary to strengthen the District Resource Units and to closely appraise the effectiveness of this training arrangement.

One of the significant gains has been the growing awareness of the importance of training.

INSTRUCTORS TRAINING CAMP, DISTRICT BARABANKI, UP



# The resource structure

At the stage of planning of the NAEP considerable thought was given to resource structure—the type of institutional base needed, expectations from it and inter-institutional linkages. A decision was taken not to create new institutions at the national, State and district levels. The idea of developing existing institutions was preferred. The selection of existing institutions was to be determined by their capacity for nonformal and flexible approaches to technical matters. Even these institutions were not expected to become huge and unwieldy organisations—rather, it was felt, they should be able to coordinate the existing resources in the Government, universities, voluntary agencies, retired personnel, etc. They were to be guided by the proposition that while professional competence is essential for good performance, rigid and sterile professionalism, which builds a wall to exclude the so-called “uneducated” or lay persons as contributors to resource development, is to be shunned.

The rigid and sterile professionalism which excludes lay persons as contributors to resource development is to be shunned.

## **The Directorate of Adult Education**

At the apex of the resource structure is the Directorate of Adult Education (DAE), a wing of the Ministry, which serves as the national resource agency. It advises the Ministry as well as the State Governments in all technical matters and also oversees the work of the various State Resource Centres and other agencies involved in resource development at the national and state levels. Since the launching of the NAEP some expansion of staff has taken place in the Directorate, but the emphasis has been on establishing mutually supportive working arrangements with a large number of international and national institutions and organisations. A special mention may be made in this context of the support that has been secured by DAE from the following:

UNESCO for organisation of population education and training programmes.

International Institute of Educational Planning, Paris, for improvement of evaluation and monitoring system.

Central Institute of Indian Languages and Taraqqi-e-Urdu Board for development of teaching and learning materials.

NCERT, including its various departments and Regional Colleges of Education, for development of teaching and learning materials, instructional aids, training and educational technology.

Family Planning Association of India and National Institute of Health and Family Planning for health education, population education and family planning input in the programme.

National Labour Institute and the Central Board of Workers Education for serving as resource agencies for various employers in the organised sector.

National Institute of Educational Planning & Administration and National Institute of Rural Development for training of senior level key personnel.

National Book Trust and the Directorate of Extension of the Ministry of Agriculture for development of suitable post-literacy and follow-up materials.

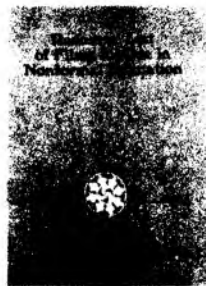
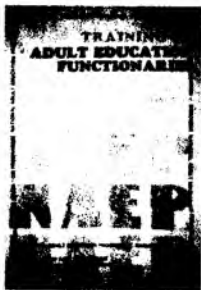
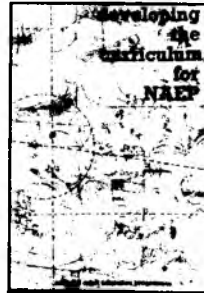
Indian Adult Education Association and some other voluntary

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### Some DAE Publications

- Catalogue of Literacy and Adult Education Materials
- Adult Education Component in the Development Schemes of Government of India : A Compendium
- Fifty Years of Adult Education
- Monitoring the NAEP
- Training of adult Education Functionaries : A Handbook
- Developing Curriculum for the NAEP
- Naya Kadam series : primers, work books, teachers' guide and instructional aids



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agencies for dissemination of the concept and the Outline of NAEP and for training.

In addition the DAE has been able to establish cooperative arrangements with a number of university departments and institutions of social science research for resource support. While the existing support from these institutions relates mainly to evaluation and monitoring, it is intended to extend it to other areas, particularly research. Besides, to harness sophisticated new technology the DAE secures the assistance of expert agencies on an ad hoc basis.

The Directorate recognises that no single agency can provide expertise and resource support for the entire country. It has, therefore, encouraged all implementing agencies to develop their own capability in the areas of training, materials production, monitoring and evaluation, publication and dissemination, and research. To this end, the Directorate has lent its support through its technical personnel and funding. There is hardly any training programme, materials production workshop or training seminar held in any part of the country where the assistance of the Directorate is not sought. The Directorate deposes its technical staff to participate in these activities whenever possible. The Directorate publishes from time to time books and information materials. Among its publications are reference books, collections of articles on adult education, training manuals, seminar reports, research findings, proto-type materials and publicity materials.

The Directorate recognises that no single agency can provide expertise and resource support for the entire country.

The Directorate has a unit which is concerned with the planning of the follow-up and post-literacy programme under the NAEP. As a part of this, it administers the scheme for holding a competition for books for the use of neo-literates. This unit is compiling lists of materials available for neo-literates. The Directorate also plans to organise regional workshops for the production of material for the neo-literates.

The Directorate has also provision for developing resource bases throughout the country in the area of population education. Technical staff in this area is available in the Directorate and collaborative programmes with the Ministry of Health and Family Welfare, Family Planning Association of India, and university departments of population education have been part of the regular functions of the Directorate. Plans for integrating population education with NAEP are being worked out.

**Plans for integrating population education with NAEP are being worked out.**

### **State Resource Centres**

It was considered necessary to identify in every State an institution which would be able to provide technical support to the State's programme. This is how the SRCs came into being. The idea of the SRCs has developed a good deal in the last couple of years as a result of the experiences gained and on the basis of the three Conferences on SRCs, organised in August, 1977, August, 1978 and May, 1979. The Ministry as well as the DAE have also been closely following the development of the SRCs and, in consultation with the State Government concerned, several measures were taken to strengthen them.

The functions of the SRCs are related to the specific needs of a particular State. There are, however, some functions which are expected to be performed by all SRCs. These are:

**The functions of the SRCs are related to the specific needs of a particular State.**

- (a) Curriculum development and preparation of teaching and learning materials—publication of methodological guidelines as well as prototypes.
- (b) Training—of project officers and supervisors as well as of resource persons which would assist the District Resource Units, also publication of training handbooks and other aids.
- (c) Post-literacy and follow-up materials—including review of existing literature, publication of new materials, issue of organisational guidelines.
- (d) Evaluation, research and innovation—including formative evaluation of the activities of the SRC itself as well as other institutions and agencies cooperating in development of curriculum and materials as well as training, action research and publication of case studies on innovations.
- (e) Assistance in environment building—through mass media, publication of posters and other material, exhibitions, etc.
- (f) Other publications—including translations of the publications of DAE and other SRCs, knowledge building books on adult and nonformal education, bulletins and periodicals in regional languages.

In practice all SRCs are not able to discharge all these functions. Special priority is given by all to production of teaching and learning materials and to training. In addition to the functions mentioned above, SRCs take up programmes and activities as they may consider appropriate. Many of them have also taken up small field programmes to serve as a laboratory for try-out of their activities.

In its working the SRC is advised by an Advisory Committee on which representation is given to the State Government, the agency under the auspices of which the SRC has been established, and some persons drawn from amongst implementation agencies. Although the staff of the SRCs has been increased on the basis of recommendations made by the Conferences on SRCs, it is still small. Like the DAE, the SRCs function in close cooperation with other agencies and individuals having interest and capability to support the work of the SRCs. It is also expected that rather than doing all the work themselves, the SRCs should "farm out" activities to other suitable agencies. Emphasis is also laid on taking of concrete steps by the SRCs for resource devolution, i.e., training and

**The SRCs should "farm out" activities to other suitable agencies.**

guidance to the personnel of the State Resource Centres and other local agencies which can provide locally available resource support to the implementation agencies.

At present there are 17 SRCs providing technical support to 19 States. Four of the SRCs have been set up under the auspices of universities and the rest with voluntary agencies in 14 large States. With the exception of Madhya Pradesh and Assam, all are covered by SRCs. These two States are being provided resource support to the extent possible, by the DAI, the NCERT and the Central Institute of Indian Languages. Some States

## **Profile of a State Resource Centre Bengal Social Service League, Calcutta**

“Why should we be literate?” This is the title of one of our recent publications. It brings out the lack of interest in mere literacy programmes among the illiterate toiling masses. The booklet presents the point of view of the so-called target group. It also shows that if genuinely relevant programmes, which relate to the everyday questions of the people, are organised they will participate enthusiastically. Therefore, our publications emphasise the functional problems of the people. For example there are 11 sets of posters, each consisting of 426 frames, on subjects like shallow tubewells, poultry farming, fishery, dairy development, importance of cooperative effort, etc.

On the recommendation of the State Government, the League was recognised by the Central Government in March, 1978 as the State Resource Centre. It came as a natural culmination to us. Established in 1915 by a visionary doctor, the League has been concerned for years with production of teaching and learning materials, training and organisation of field programmes. The emphasis has been on serving the marginal farmers, landless labourers, artisans and women.

Between March, 1978 and the end of August, 1979, 54 training courses were run for over 1500 trainees. These included NAEP functionaries drawn from universities and colleges, Nehru Yuvak Kendras, voluntary agencies and State Government. The State Government have decided that the responsibility for training of Project Officers shall rest almost exclusively with this SRC.

Our strength is teaching and learning materials. Apart from Bengali, we have produced materials in Assamese, Oriya, Urdu and Hindi. There are two sets of learning packages—one for use in, what is known in our State as, the Comprehensive Development Areas and the other for nonformal adult education programmes for urban areas. The package comprises primers, 5 follow-up books, 1 instructor's guide and a variety of posters. A beginning has been made with a 16 mm sound film and 3 film-strips.

From 1977 itself we have been organising seminars and workshops to elucidate the concept of NAEP and to create interest in this Programme among the various sections of society. The workshops have been organised on:

- Translating the Concept of NAEP into Methods and Programmes
- Role of voluntary agencies in NAEP
- Programmes for women in NAEP
- Training methodology and techniques



which do not have suitable voluntary agencies or institutions of higher education—such as Sikkim, Nagaland, Andaman and Nicobar Islands and Mizoram—are either setting up State Institutes of Adult Education or are creating a separate wing for adult education resource development in their State Councils of Educational Research and Training.

#### **District Resource Unit (DRU)**

At the time of the planning of the NAEP it was envisaged that the project agencies would have considerable self-reliance in resource support, in particular it was expected that they would be able to take responsibility

**Monitoring and evaluation**

**Involvement of students and youth**

**Involvement of political parties and trade unions**

**Panchayati raj institutions and NAEP**

In the organisation of various programmes we have received cooperation and support from the State Government, several voluntary agencies, particularly the Indian Adult Education Association and a number of individuals having experience and expertise in adult education.

Our organisation is small—with about 10 professional workers and some technicians. The latter for silk-screen printing, puppetry, printing, designing, etc. We are still able to manage with our old building in the very poor area of Calcutta. But we shall have to secure more accommodation, particularly for training and storage purposes. The SRC budget is about Rs. 400,000, which is shared by the Central Government, State Government and the League in the ratio of 75:15:10. It will now be changed to 80:15:5.

Although we have made a modest contribution to NAEP, a lot of leeway is still to be made up. We have to prepare much greater variety of diversified materials and the training programmes have to be made more relevant and field oriented. We are conscious of our shortcomings and will overcome them in the future.

**SATYEN MAITRA**

*Secretary*

**Bengal Social Service League**

**1/6, Raja Dinendra Street**

**Calcutta**





*“Learning in an adult education centre should not be confined to a classroom but should extend to the village-pond, fields, grazing grounds and forests.”*



for training of their instructors. This expectation was based on the assumption that in each district there are a number of institutions and individuals who could cooperate with the implementation agencies in provision of resource support. This expectation proved to be unrealistic, mainly because effective arrangements for securing the contribution of the various agencies and individuals in the district was not worked out. A need was, therefore, felt to improvise an alternate arrangement for decentralised resource support, particularly in regard to training of instructors.

A need was felt for decentralised resource support, particularly in regard to training of instructors.

Meanwhile, reports were being received from a number of districts—such as Ranchi and Monghyr in Bihar, Bikaner and Udaipur in Rajasthan, and Baroda in Gujarat—of the various voluntary agencies having formed themselves into a consortium for mutual assistance. A large number of District Adult Education Officers have also been appointed and discussions with them revealed that they can play an effective role in coordinating resource support for the various implementation agencies, but some kind of formal structure would be needed for them to play this role. It has, therefore, been decided to create a DRU in each district. A DRU is a committee, with the District Adult Education Officer functioning as its coordinator, which can ascertain the resource needs of all project agencies and has the capability to provide essential resource support to them.

The main function of the DRU is in the area of training. It should be able to identify the training needs of the various project agencies. It should also be able to locate appropriate institutional arrangements and persons who could function as resource persons for the training programmes. Besides training, a DRU could assist the project agencies in project





planning, survey methods, introduction of locally relevant components in the curriculum and in selection of teaching and learning materials. As the project grows, the DRUs could also play an important role in planning and implementation of post-literacy and follow-up programmes.

It should be noted that the State Governments and SRCs have only recently been advised regarding the formation of DRUs. Keeping in view the importance of decentralisation in resource development, the idea of DRUs holds immense promise.

#### **Resource consciousness at the Project and AE Centre levels**

The objectives of resource development would not be fulfilled unless resource consciousness permeates at the project and the adult education centre levels. In concrete terms this means that the project agency should be able to secure the essential resource support, including the arrangements needed for organisation of satisfactory training programmes for its personnel. The monthly meeting of the instructors with the supervisor could become a means of programme evaluation and continuing education. The project agency should be able to circulate a bulletin to facilitate the instructors' work. They should have the freedom, as well as the capability, to introduce locally relevant issues in the curricular structure.

**The monthly meeting of the instructors with the supervisor could become a means of programme evaluation and continuing education.**

Similarly the adult education instructor should be able to depart from the curricular guidelines handed down to him. He should also be able to use locally available resources for improvising learning materials. Learning in an adult education centre should not be confined to a classroom, but should extend to the village-pond, fields, grazing grounds and forests.

# Programme management

The NAEP was started as a result of initiatives taken by the Central Government. From the very beginning, however, it was clear that the administration of the Programme shall have to be based on the principles of decentralisation and autonomy to the field functionaries. It was also emphasised that non-officials, and other persons with field experience must be involved in the decision making process at all levels. In designing the administrative structures, stress was laid not only on adequacy of structures, but also on proper selection of personnel and their training. It was hoped that women and persons belonging to the Scheduled Castes and Scheduled Tribes, who are to be given priority in the coverage, would receive similar priority in manning the administrative structures.

Administration of the programme shall have to be based on the principles of decentralisation and autonomy to the field functionaries.

## **The National level**

The National Board of Adult Education was established in August, 1977. Its membership includes Ministers of Central Government, a Minister dealing with adult education from each of the regions of the country, heads of organisations such as the University Grants Commission, Central Social Welfare Board, Khadi & Village Industries Commission; Federation of Indian Chambers of Commerce & Industry, Indian Adult Education Association, and a number of other non-officials and field workers. Four meetings of the Board have been held since its establishment. The Board has set up the following committees to attend to specific tasks:

- (a) Committee on Preparatory Action (since wound up)
- (b) Committee on Motivation
- (c) Committee on Voluntary Agencies
- (d) Committee on Post-Literacy & Follow-Up Programmes
- (e) Committee on Evaluation

These committees have met from time to time and have made recommendations to the Board, which the Board has generally endorsed. The Board has given serious consideration to the various aspects of the NAEP. Practically all the important decisions since the establishment of the Board have been taken in consultation with it. The Board has, by and large, appreciated the conceptual position and the operational outline of the NAEP. The Board has also welcomed the involvement of a variety of agencies such as the voluntary organisations, universities and colleges, employers, etc. The Board has, however, expressed concern about insufficient commitment to the Programme, particularly about involvement of voluntary agencies, in a number of States. It has also cautioned that unless vigilance is maintained, the NAEP could become a literacy drive, and the components of functional development and awareness building could get comparatively neglected.

The overall responsibility for administration of the NAEP rests with the Ministry of Education. It provides secretariat to the NBAE. The Ministry also deals with various inter-ministerial matters and generally oversees the implementation of the Programme in the States. The schemes of Assistance to Voluntary Agencies and of Shramik Vidyapeeths are directly administered by the Ministry. The Rural Functional Literacy Projects, under which a project with Central assistance is intended to be established in each district of all the States, as well as the schemes of Strengthening of Administrative Set-up are implemented through the State Governments.

Under these schemes, funds are placed at the disposal of the State Governments and the latter implement the programmes in accordance with guidelines provided by the Ministry.

Apart from the Ministry of Education, other Ministries and Departments of Government of India have also taken positive steps for linkage of their programmes and activities with the NAEP. The Ministry of Social Welfare has expanded the programme of Functional Literacy of Adult Women as a part of Integrated Child Development Services Programme taken up in 150 Blocks. In view of the fact that there may be as many as 5 million blind and other physically handicapped illiterate persons in 15-35 age group, the Ministry of Social Welfare has set up a Planning Group to design an accelerated adult education and vocational training programme for those persons. The Ministry of Health & Family Welfare has decided to closely link health-care and family planning with the NAEP. This would be achieved through utilisation of Community Health Volunteers as adult education instructors wherever possible, and by utilising an adult education centre for discussion regarding problems of health-care and family planning. Practically all Ministries and Departments dealing with large public sector undertakings, as well as private sector industries, mines and plantations have issued instructions asking for organisation of adult education and skill development programmes for the personnel of their establishments. The Ministry of Labour has decided to enlarge the work of the Central Board of Workers Education to extend support to the NAEP. This would be done directly by organisation of adult education centres through worker-teachers and by reorientation of the staff of the 40 Regional Directorates so that they may be able to provide technical support to industries, mines and plantations. The various programmes of the Ministries of Agriculture and Rural Reconstruction are intended to be linked with the NAEP. Particular mention should be made of linkage with the NAEP of programmes of agricultural extension, including Farm Information Unit and Farmers' Training, as

**Functional Literacy of Adult Women as a part of Integrated Child Development Services Programme.**

**The Ministry of Health & Family Welfare has decided to closely link health-care and family planning with the NAEP.**

A VILLAGE LEVEL HEALTH WORKER, DISTRICT AJMER, RAJASTHAN



well as of the Ministry of Rural Reconstruction's Scheme of Training of Rural Youth in Self-Employment.

### **The State level**

During the First and Second Five Year Plans (1951 - 1961) administrative structures at the State, district and block levels were created with considerable care and imagination. Over the years, however, those structures got disintegrated in practically all States except Orissa, West Bengal, Assam and Meghalaya. Even in these States the structures lack vitality. The programme of the size of the NAEP cannot be implemented without adequate administrative machinery. It was, therefore, decided to set up in each State, as well as in every district, an office of adult education. In six States full-fledged Directorates of Adult Education have been set up, in the remaining of them the State Adult Education Officer forms a part of the Directorate of Education (of the Directorate of Social Welfare in Madhya Pradesh). In most of these States senior officials have been put in charge of adult education, with necessary supporting staff.

**In most States senior officials have been put in charge of adult education, with necessary supporting staff.**

In all States and Union Territories, State Boards of Adult Education, as well as Steering Committees have been set up. The State Boards are headed by the Chief Minister or the Education Minister, and include Ministers or Secretaries of the various development departments and a number of non-officials. While in some States, notably Bihar, Gujarat, Maharashtra and Rajasthan, the State Boards of Adult Education have met frequently and have influenced the State's programme, the meetings in other States have been infrequent and the State Boards have had little influence on the programme. Comparatively speaking, the Steering Committees, which are headed by the Chief Secretaries and include Secretaries of the concerned departments, Director of the States Resource Centre, and generally also a couple of non-officials, have been more effective. The Steering Committees have been providing means to overcome problems of coordination and have attempted to ensure that bottlenecks do not occur.

### **The district level**

At the district level the Collector (CEO in States like Maharashtra and Gujarat) is responsible for the steering of the programme. He is to function on the advice of the District Adult Education Board, the membership of which includes district-level development officials, educationists, teachers' representatives, persons connected with voluntary agencies, etc. The District Adult Education Officer is the Member-Secretary of the District Adult Education Board.

In view of the importance of coordination of the various development programmes with the NAEP and the significance of the district level in our administrative system, it was decided that a small administrative unit should be set up in all the districts. These units are, however, to be established as the programme grows, not mechanically in all the districts of all the States. By the end of August, 1979, sanction had been accorded for establishment of district administrative units for 163 districts in 13 States.

The District Adult Education Officer who is the head of the district administrative unit, has three types of functions. He assists the District Collector in arranging coordination and in the various promotional activities. Secondly, he is expected to generally oversee and monitor the programme implemented by the various agencies. Thirdly, he is the coordinator of the District Resource Unit. In this capacity he has to arrange necessary technical support, particularly in regard to training for the various project agencies of the district.

The district set up is still in the process of being established in most States. While advice has been issued by the State Governments regarding estab-

lishment of a District Adult Education Board, they have not really become functional in practically all the States, Gujarat and Rajasthan being conspicuous exceptions. A number of States have appointed District Adult Education Officers. In some of them - e.g., Tamil Nadu, Kerala, Andhra Pradesh, Maharashtra and Gujarat - they have started to discharge their responsibilities. The reports from the districts show that several departmental functionaries are enthusiastic about the use of an adult education centre for extension of information and facilities.

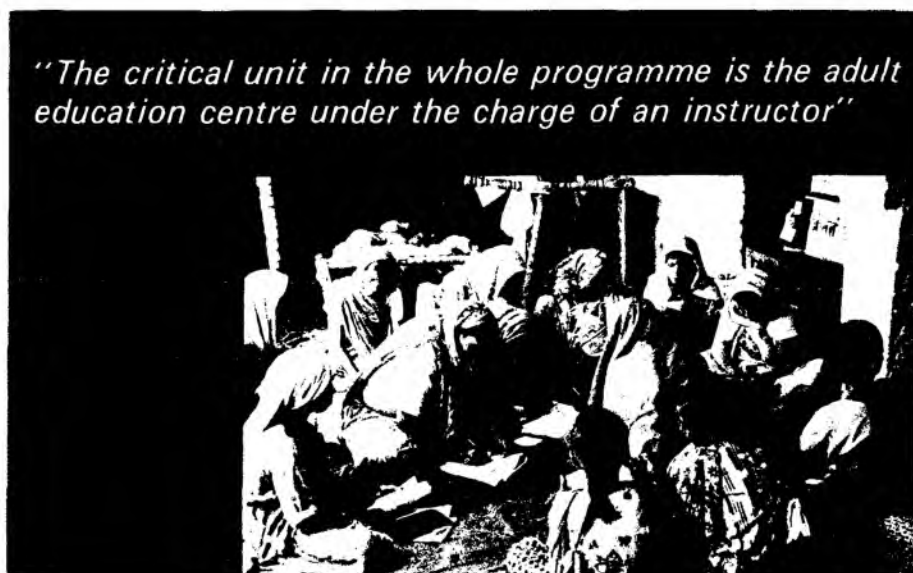
### The Project Level

One of the most important innovations introduced in the NAEP was the project approach - a more or less autonomous administrative unit responsible for implementation of a programme in a compact and contiguous area. During the last one year or so, the project approach has been fully accepted by the State Governments and the various other implementation agencies. Although it has not been possible to keep the boundaries of a project coterminous with a CD block, most NYKs and voluntary agencies have confined their activities to one CD block, the aim being to cover the entire illiterate population within the next 4-5 years. The Government projects are often somewhat larger and extend to two blocks.

**One of the most important innovations introduced in the NAEP was the project approach.**

Each project has a project officer, and a supervisor for a number of centres. The part-time supervisors in universities and colleges (they get Rs. 150 per month) oversee 10 centres and in most voluntary agencies and in NYKs a supervisor is responsible for about 20 centres. In projects administered by State Governments, a supervisor's responsibility extends to 30 centres. Since the projects are expected to be in compact and contiguous areas, and wherever feasible two or more centres are established in a village, the area to be covered by a supervisor is reasonably small and manageable. It is expected that a supervisor should be able to visit each adult education centre for which he is responsible at least twice a month.

The critical unit in the whole programme is the adult education centre, which is under the charge of an instructor or an adult education organiser. The instructor is paid an honorarium of Rs. 50 per month, and although initially there was considerable doubt whether persons would become available at this small honorarium, experience has shown that it is possible to find volunteers to take up this work. For these volunteers the amount of money is not the main consideration, rather they are governed by a spirit of service. Reports, however, continue to be received



*"The critical unit in the whole programme is the adult education centre under the charge of an instructor"*

that the honorarium is too low to attract good workers. While practically all voluntary agencies and NYKs, as well as several State Governments, have preferred local village youth as adult education instructors, availability of a large number of unemployed trained "teachers" has made some State Governments give them a preference in appointment. Utilisation of the various development functionaries - e.g., community health volunteer, secretary of local cooperative society, milk collector, etc., as adult education instructors has been accepted as desirable by all implementation agencies. However, in practice, only rarely are these persons so engaged.

Similarly, retired personnel, particularly ex-servicemen, have not found favour with most implementation agencies. Experience has shown that an attempt to set up a large number of adult education centres without necessary preparation and without involving the community is counter-productive. The arrangement under which there is emphasis on thorough preparation and which envisages gradualness of expansion has been found to be much more effective.

To set up a large number of adult education centres without preparation and without involving the community is counter-productive.

From the very beginning of the programme, in accordance with the recommendations of the Working Group on Adult Education, all State

### **Field Report**

#### **NAEP in Nautan Block, North Bihar**

The Educational Association, a voluntary organisation, was already engaged in adult education. Now under the NAEP, it runs 100 adult education centres in the Nautan Block, W. Champaran district, Bihar. The workers include the Dhangads, the Mussahars, the Dussads, etc., who for various reasons were excluded from the portals of formal education, and most of whom live from hand to mouth, from day to day.

The Director of the programme, the Project Officer, the three male Supervisors (all graduates) and the two female workers (one a tribal, specialised in Nutrition and Child Care, the other a trained teacher), were already engaged in and trained for the rural development activities. Most of the part-time instructors are matriculates, but there are also some with graduate as well as class VII education. The local youths with a spirit of daring and a talent for leadership for the community were preferred as instructors. Their names were suggested by the people themselves and later also confirmed by them.

The Project is situated in a rural set-up. Of the 100 centres, 64 are all male, 20 are mixed and 16 all female. The total number of enrolment is 3312, of whom 2746 are male and 566 female. The monthly average attendance for all the 100 centres is 69.6 per cent, with 73 centres registering an attendance of above 60 per cent, 26 centres between 59 per cent and 40 per cent, and one centre with less than 40 per cent. Beginning from October 2nd, 1978, the 100 centres were started in five stages according to the base created with the help of the contacts with the people, the socio-economic survey, the inspirational and motivational programmes through the village meetings, role plays, bhajan gatherings. In these five-and-a-half months to ten months old centres, of the total 3312 learners, 1365 have covered the first book, *Chirag*, 395 have completed the second book, *Hamara Ganv*, 367 are able to write letters and applications in simple Hindi, 1292 can add and subtract and 184 can also divide.

By way of functional efficiency, five learners, Mussahars and Harijans, have obtained cycle-rickshaws through the Bank of India, five Mussahars have started piggeries with the assistance from the Animal Husbandry Department and six Dussads have even opened a savings account in the bank. Preparations are almost complete for obtaining *charkhas* for the women through the Khadi and Village Industries Board. The doctors, the nurses, the bank manager, the District Development Officer, the agricultural experts, etc., have also periodically met the village people and have informed them of the government programmes for self-employment.

Governments as well as other implementation agencies were requested (a) to ensure that at least 50 per cent of all adult education functionaries are women; (b) to give due representation in appointment to persons belonging to Scheduled Castes and Scheduled Tribes; and (c) to recruit personnel not only from the Education Department but from other development departments as well. While all State Governments, as well as other implementation agencies have made strenuous effort to appoint as many women as possible, their numbers are far below the recommended norm. Several reasons are given for this. Some point out that women supervisors are likely to find it difficult to travel alone in the rural areas. In regard to selection of women instructors they say that educated women are not available in the rural areas, and where they are, they seldom volunteer to work as instructors. It seems reasonable to say that while there are difficulties in appointment of women to the various posts, the implementation agencies do not fully share the commitment regarding the need to appoint women. Similarly, according to available reports, due representation is not being given to persons belonging to Scheduled Castes and Scheduled Tribes. As far as the source of recruitment of staff is concerned, while a number of State Governments have succeeded in attracting agricultural and animal scientists, social welfare officials, etc., the Education Department continues to dominate the source of recruitment.

To ensure that at least 50 per cent of all adult education functionaries are women.

To give due representation in appointment to persons belonging to Scheduled Castes and Scheduled Tribes.

The programme has a long way to go. Every village has a literacy centre, but a literacy centre is not a school. It is a school when it is a place where the people are encouraged to learn for the peaceful progress of the village. Through the Chetna Sangrahs a number of tangible and intangible goals have also been achieved. These goals include the settlement of the local disputes, protection for the labour against the exploiters, struggle for a raise in wages under the Minimum Wages Act, attainment of the primary education in the villages, setting up of medical service systems, provision for the repair of the roads and of the primary schools.

There are also the problems and the challenges to be overcome. First, though the people have begun to come themselves more and more, some difficulties are hard to come by, especially in the villages with hardly any literacy around. Secondly, there are some people who have not yet learned to read and write. While some learners have not learned to read and write, there are others who put in an out-of-pocket expense, having forgotten what they had already learnt. Thirdly, though the people have begun to experience a feeling of togetherness and solidarity in the acquisition of knowledge, their economic base has not improved as yet. The welfare programmes, the banks, etc., are not able to carry the load of the demands for loans or grants for the people whereby they can improve their lot. Besides, there is the red-tapism and the inordinate delays in obtaining the funds required which means the people have to forgo their wages while running from pillar to post in search of opportunities.

There is also the adverse reaction to the programme by vested interests who include the landlords and the money lenders. As the illiterate adults are getting themselves educated and as, through the awareness programmes and the Chetna Sangrahs, the poor are organising themselves for a life with dignity, these vested interests, at least in seven villages, would prefer to have the centres closed immediately. But the district authorities, including the Labour Officer, the District Magistrate, etc., are in favour of the programme and there is adequate support for it.

CJ GONSALVES, SJ  
Director Rural Development Programme  
K.R. Educational Association Bettiah Bihar



# Financial arrangements

The estimated coverage under the NAEP during the Sixth Five Year Plan (1978-83) is 65 million. The requirement of funds for this is Rs. 6,860 million. Against this requirement the draft Plan document makes a provision of Rs. 2,000 million. This is mentioned as only one source of funds for the NAEP and it is suggested that funds for this purpose would also become available in other developmental sectors. The Commission has also stated that the present outlay will be stepped up if necessary on the basis of the experiences gained. The provision of Rs. 2,000 million is equally divided between the Central Plan and the State Plans. Besides, two of the Schemes for which funds are provided in the Central budget, namely Rural Functional Literacy Projects and Strengthening of Administrative Structures, are to be implemented through the State Governments and funds are to be transferred to them.

Apart from making recommendations regarding requirement of funds, the Working Group on Adult Education also made detailed calculations regarding per learner costs, administrative and evaluation expenditure, and expenditure on post-literacy and follow-up programmes. Per learner cost was taken at Rs. 80/- per learner to which was added 10 per cent, being the administrative and evaluation costs, and 20 per cent of the total so arrived at (per learner costs plus administrative and evaluation costs) was taken as expenditure involved in post-literacy and follow-up programmes. The working Group also recommended that all State Governments should accept this cost structure. It did, of course, add that this uniformity should be tempered by flexibility to accommodate special situations. The Working Group also emphasised the need for decentralisation in financial management. In making this recommendation it was guided by the past experiences in which funds provided, insufficient though they were, could not be used with effect due to excessive centralisation of financial powers.

## Preparatory year

During the preparatory year (1978-79) the costing pattern, as well as the desirability of flexible administration and decentralisation of financial powers, were accepted by all State Governments. Although the expected target of 1.5 million was achieved in that year, not all projects to be administered by the State Governments were regrouped and revitalised. Instead of starting with the Rural Functional Literacy Projects, as well as similar projects with State Government funds, adult education centres continued to be run as before in most States. A number of States have, however, undertaken a review of their earlier Schemes and have taken steps to revamp them.

In the Ministry of Education the old schemes of nonformal Education for 15-35 age-group and Farmers' Functional Literacy Projects were merged into the modified Rural Functional Literacy Programme. The Scheme of Assistance to Voluntary Agencies and Shramik Vidyapeeths were revised on the basis of appraisals. The pattern of financial assistance to voluntary agencies was revised from 75 per cent to 100 per cent on programme costs and 75 per cent in administrative costs. In the new schemes of Shramik Vidyapeeths, the earlier schemes of Workers' Social Education Institutes and Polyvalent Adult Education



Per learner cost was taken at Rs. 80/-.

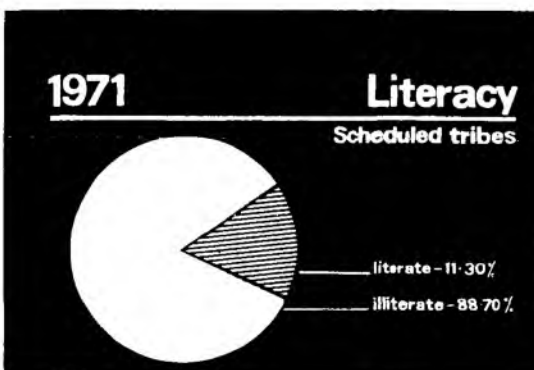
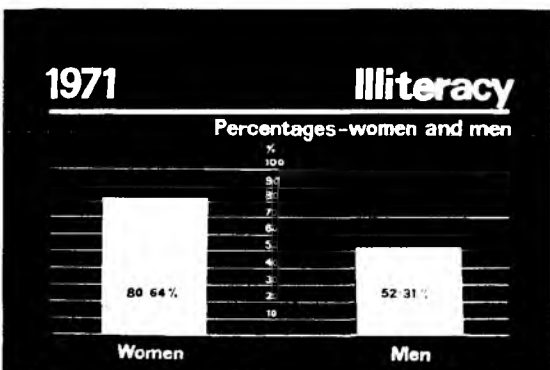
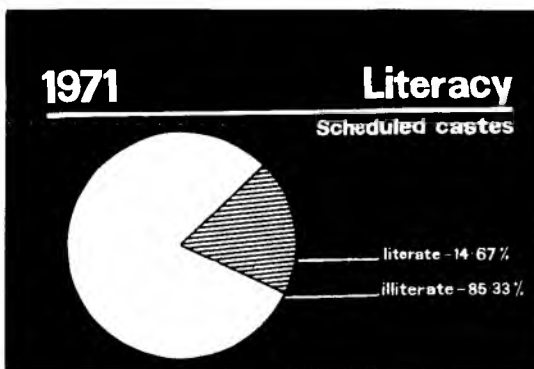
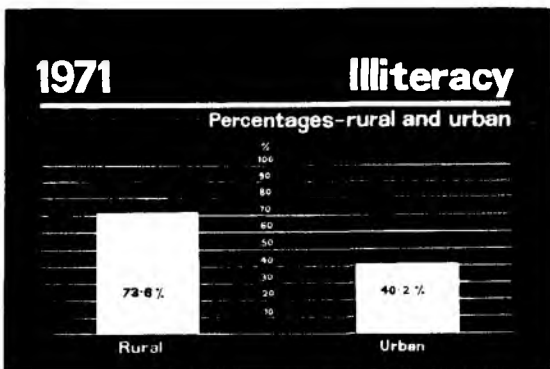
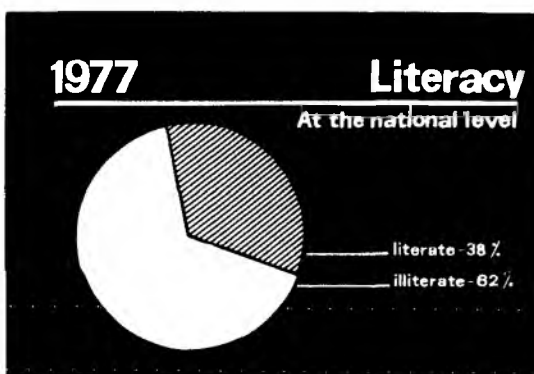
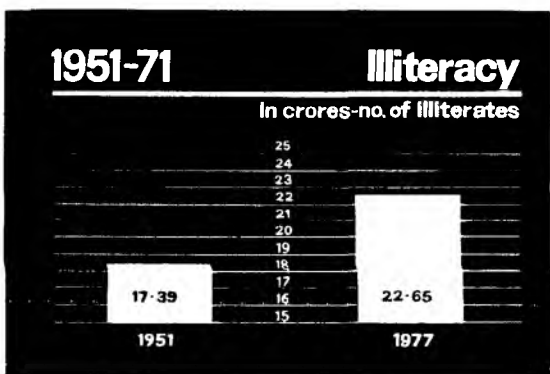


Centres have been merged. The Shramik Vidyapeeths are autonomous organisations the objective of which is to organise adult education and skill development programmes for workers and their families in the organised as well as unorganised sectors.

**The year 1979-80**

Meetings of Working Groups, for each State separately, were convened in the Ministry of Education (October-November, 1978) before the exercises for preparation of Annual Plan 1979-80 were undertaken by the various State Governments. Keeping in view the importance of adult education, the existing size of the programme, and the capability of a particular State

**The statistical background**



Government to consolidate and expand the programme, recommendations were made by the Working Group regarding the size of the programme to be taken up in 1979-80 and the financial allocation needed for it. The Planning Commission advised the State Governments that, keeping in view the fact that adult education formed part of the Revised Minimum Needs Programme, the allocation recommended by the Working Groups should not be altered while finalising the budget estimates for 1979-80. In the event, the recommendations of the Working Group were indeed kept in view by the State Governments in making provision in the budget for 1979-80. There was, however, a feeling in some States that adult education was a Central programme and that funds for it will be, or ought to be, provided in the Central Plan. Although an effort was made to clear this misunderstanding, it persisted in a few cases. This was one of the reasons why the financial allocations by some States such as Andhra Pradesh, Punjab, Tamil Nadu, U.P., etc. were substantially reduced. In the case of U.P., the reductions made were most glaring because practically no provision has been made in the Plan of the current financial year. These State Governments have been requested, even now, to reconsider the matter and made appropriate provisions.

The anticipation that the State Governments could provide approximately the same amount as the Central Government has not been borne out. Nor has the hope, that provision for adult education would be made in the various development sectors, been fulfilled. Although several Ministries of the Central Government have programmes which can be covered under the broad rubric of adult education, their provision rarely goes towards total anticipated outlay for coverage of a population of 65 million. The manner in which the commitment of the State Governments is to be retained, and extended to those States where it does not exist in the same measure, and how it is to be ensured that appropriate financial provision is made by them, will have to engage the attention of those responsible for planning and implementation of the NAEP.

1978-84		NAEP	
Projected reach in millions			
Year	Annual coverage	Cumulative coverage (a)	
1978-79	1.5	1.5	
1979-80	4.5	6.4	
1980-81	9.0	15.0	
1981-82	18.0	33.0	
1982-83	32.0	65.0	
1983-84	35.0	100.0	

#### Allocation for Adult Education in States/Union Territories for 1979-80

States/Union Territories	Plan	Non-Plan	States/Union Territories	Plan	Non-Plan
	(Rs. in lakhs)			(Rs. in lakhs)	
Andhra Pradesh	30.00	16.76	Rajasthan	70.00	3.16
Assam	70.00	15.64	Sikkim	2.00	3.48
Bihar	80.00	13.86	Tamil Nadu	20.00	1.72
Gujarat	93.00	97.17	Tripura	15.00	77.41
Haryana	44.00	24.53	Uttar Pradesh	0.15	127.00
Himachal Pradesh	5.20	5.25	West Bengal	100.00	6.47
Jammu & Kashmir	25.00	20.74	A & N Islands	2.00	Nil
Karnataka	39.27	38.63	Arunachal Pradesh	5.00	Nil
Kerala	25.00	1.14	Chandigarh	2.80	0.02
Madhya Pradesh	100.00	48.62	Dadra & Nagar Haveli	0.50	Nil
Maharashtra	85.44	14.25	Delhi	25.00	30.30
Manipur	6.00	3.98	Goa, Daman & Diu	7.85	3.75
Meghalaya	3.00	11.99	Lakshadweep	7.74	1.28
Nagaland	7.00	4.51	Mizoram	2.01	3.41
Orissa	81.75	6.58	Pondicherry	3.00	1.09
Punjab	19.97	55.81	<b>TOTAL</b>	<b>987.68</b>	<b>627.62</b>

Source : State Governments and Union Territories Administrations

# Monitoring and evaluation

In the context of the NAEP, monitoring and evaluation are regarded as complementary processes their aim being not to 'prove' but to 'improve' programmes. Monitoring is regarded as a process which helps in finding out the shortcomings or weaknesses of programme implementation and provides appropriate direction for applying corrective action. Evaluation is regarded as a more comprehensive, dynamic and development-oriented term and is regarded as a process for checking and improving all the stages of programme planning and implementation.

As recommended by the Working Group on Adult Education, the main responsibility for monitoring and evaluation of the NAEP rests with the Central Government, particularly the Directorate of Adult Education. Responsibilities, however, are being shared with the State Governments that are mainly responsible for implementing the adult education programme in the States.

## Monitoring system

The monitoring and evaluation plan for the NAEP has evolved as a result of a national seminar held in New Delhi in August, 1978 and thereafter a series of 4 zonal seminars which were organised in February, 1979 in collaboration with the International Institute for Educational Planning, Paris. As a result of the consensus reached at these seminars and meetings, the following four critical areas have been identified for which monitoring is considered necessary for periodic attention and timely action.

1. *Financial aspects*—information relating to timely release of funds from the highest to the lowest levels, payment of honoraria to the instructors, etc.
2. *Administrative aspects*—information pertaining to the administrative structure for implementing the NAEP, appointment of personnel, creation of boards/committees at various levels, arrangements for coordination between different departments, etc.
3. *Academic or technical aspects*—information on programme content, availability and suitability of instructional and learning materials, training of personnel including provision for in-service training, etc.
4. *Physical aspects*—information relating to the number of centres in operation, location of centres, adequacy of seating and lighting arrangements, supply of equipment, attendance, coverage of women and of persons belonging to Scheduled Castes and Scheduled Tribes, etc.

A set of forms seeking the crucial information on each of the above-mentioned areas has been sent to the State Governments. With regard to levels of reporting, it was decided to restrict the levels to the minimum to ensure speedy flow of information. The data will now flow from the Instructor to the Project Officer and from the latter to the State Government. The State Government, in turn, will send a consolidated statement to the Directorate of Adult Education. At each level, however, quick feedback is visualised to ensure correction and improvement in the programme.

From this it is clear that there is now a shift, in emphasis from the earlier quantitative, target-oriented reporting, which tended to pay little attention

Monitoring and evaluation are regarded as complementary processes their aim being not 'prove' but to improve.



## INSTRUCTOR'S MONTHLY REPORT

1. Serial number of the Centre \_\_\_\_\_ Year \_\_\_\_\_
2. This Report is for the month \_\_\_\_\_ months.
3. I have/have not received honorarium for \_\_\_\_\_ months.  
Yes  No
4. Are you finding it difficult to run the centre for want of any materials?  
Yes  No

5. If yes, specify \_\_\_\_\_  
The following new learners have joined the centre during the month under report

Sl. No.	Name of the learner	Age (in completed years)	Main occupation	Put a tickmark (✓) under the appropriate column			
				MALE		FEMALE	
				SC	Others	SC	Others
				ST		ST	

to the content, quality and process of programmes. The new emphasis is on learning rather than on mere organization of classes and on making sincere efforts to improve the functioning of the centres rather than on mere reporting of numbers. Unfortunately, the ethos that has prevailed, and still continues to prevail, demands that the organizer of the adult education centre should report regular attendance of the prescribed 30 learners, or the Project Officer to report that all the sanctioned centres are running according to the prescribed enrolment, and for the State Governments to merely multiply the number of projects by the number of centres and the number of centres by 30. A new orientation has now to permeate the entire system of monitoring and evaluation. All the implementation agencies as well as the various types of functionaries have to know, and must be reassured, that correct and frank reporting would not be penalized; rather the purpose of monitoring would be lost if inaccurate reports are sent. Unless a new ethos develops that allows the functionaries to examine their own work and to make a constant endeavour to improve their efforts, the monitoring system will not be effective.

**Evaluation**

Evaluation can be internal or external. State Governments have been asked to prepare their own State plans for evaluation and some States have already taken the lead in initiating action on the preparation of such plans. Likewise, every project can work out mechanisms for self-evaluation or participatory evaluation. Thus instructors and supervisors could get together once a month and take stock of the problems faced, and consider how these problems could be solved. The advantage of the participatory process is that inter-learning can take place and, if carried out successfully, it could become a learning experience in itself.

One area that needs particular attention is formative evaluation. The importance of assessing the learners' needs, designing appropriate teaching

and learning materials and providing feedback information so as to improve the effectiveness of the materials, needs to be better understood by the programme implementers. Likewise, evaluation has to become a part of the training programmes so that a constant effort is made to improve the training contents and training methodology. Effort will now be made to strengthen the formative aspects of evaluation to ensure that better and more effective teaching and learning materials and better training strategies and programmes are evolved.

External evaluation has also been made an indispensable part of the NAEP. The objective of external evaluation is to secure veracity of the data furnished by the various implementation agencies and to involve institutions of higher education and of social science research in evaluation and research at all stages. It is also expected that external evaluation of this kind would caution the implementation agencies and would be an additional motivation for their sending correct reports. Besides, the informed public, who have been accustomed to questioning the accuracy of field data, would have access to reports from agencies whose credibility cannot be doubted.

In consultation with the State Governments concerned, it has been decided to assign responsibility for external evaluation to the following institutions of Social Science Research:

- |   |             |
|---|-------------|
| (1) Sardar Patel Institute of Economic & Social Research, Ahmedabad | Gujarat     |
| (2) Indian Institute of Management, Ahmedabad                       | Rajasthan   |
| (3) Tata Institute of Social Sciences, Bombay                       | Maharashtra |
| (4) Madras Institute of Development Studies, Madras                 | Tamil Nadu  |
| (5) Indian Institute of Economic Growth, New Delhi                  | Delhi       |
| (6) AN Sinha Institute of Social Sciences, Patna                    | Bihar       |

Negotiations are on for deciding the agencies which could take on this responsibility for U.P., Karnataka, West Bengal, Andhra Pradesh and Kerala.

The Sardar Patel Institute of Economic and Social Research undertook an appraisal of 47 voluntary agencies of Gujarat and published its report in January, 1979. (NAEP in Gujarat—An Appraisal.) The appraisal revealed that 94 per cent of the centres included in the sample were actually functioning and the rate of drop-outs was only 2 per cent. It also showed that 43 per cent of the enrolment comprised women and the percentage of enrolment of Scheduled Castes, Scheduled Tribes and other backward classes was 75 per cent. Another finding of the Appraisal Report was that the element of functional development and creation of awareness had tended to be somewhat neglected in comparison to literacy and the quality of supervision and training was not quite satisfactory.

The Directorate of Adult Education convened at Ahmedabad a meeting to which representatives of the State Government, Sardar Patel Institute, State Resource Centre and some representative persons from the voluntary agencies appraised, were invited. The meeting examined ways and means to reinforce the strengths of the programme and to find remedies for the weaknesses.

In the coming few months, it is proposed to make concerted effort to build up the monitoring system and an evaluation consciousness among the administrative, technical and field personnel.



# Looking ahead to the second year

The first year after the formal launching of the NAEP gives hope that the Programme can, indeed, be implemented if the flexibility is maintained regarding implementation agencies and programme content and if the commitment of the Central and State Governments not only continues but gets further deepened.

From the point of view of social and economic planning the main justification for NAEP is that it can involve in the process of development the vast masses of illiterate and poor people who have remained deprived. That this is possible has been shown by the performance of several projects. It has also been shown that if a proper environment is created, if the organisers of the programme are serious, and linkage with development programmes is visible, the inert and illiterate masses respond to the call with simplicity and enthusiasm. The task for 1979-80 is to intensify environment building activities and to create a conviction among the organisers of the programme, various development agencies and among the illiterate and poor learners themselves that real development is possible only by the involvement of the latter through a process of education.

Obviously, there are several areas of limited success, and some which may be considered as failures. In the latter category must be listed the absence of satisfactory training of instructors and the fact that, generally speaking, official and non-official functionaries are still preoccupied with achievement of targets rather than creation of a dynamic and development-oriented learning system. To these areas, and several other areas where success has been manifestly limited, a good deal more attention shall have to be paid in the coming year.

It would be only too easy to either rest on the limited laurels of success in the NAEP or be cynical because of the weaknesses revealed during the first year. Neither of these would be justified. What is needed is determination and a high degree of both commitment and optimism, for without these no programme of adult education can succeed in this vast country, where for generations people have learned to suffer and accept a fate which is imposed upon them by man-made conditions and circumstances. Education and organisation of the poor are that catalytic element which stimulates the process of development aimed at amelioration of the condition of the deprived masses.

Therefore, we step into the Second Year with greater confidence and stronger determination.



Education and organisation of the poor are that catalytic element which stimulates the process of development aimed at amelioration of the condition of the deprived masses.

व्यापक निरक्षरता शब्द  
भारतের পাপ  
এবং লজ্জা। এটা  
দূর করতেই  
হবে

— महात्मा गांधी

कोट्यवधि निरक्षर लोक.  
हा भारताला अभिशाप  
आणि कलंक आहे.  
हा कलंक आपण  
धुवून टाकलाच पाहिजे.

— महात्मा गांधी

இந்தியா செய்த பாவம்-  
மக்கள் கல்வி அறிவின்றி  
வாழ்வது- நம் பெருமைக்கு  
இழுக்கு செய்யும் இந்த  
நிலையைப் போக்குவோம்.

— மகாத்மா காந்தி

**mass illiteracy  
is india's sin  
and shame  
and must be  
liquidated**

— Mahatma Gandhi

నిరక్షరాస్యత  
మనదేశానికి  
తలవంపులు తెస్తున్న  
కోరికం. దీనిని  
తొలగించి తీరాలి.

— మహాత్మా గాంధీ

करोड़ों लोगों का  
निरक्षर रहना भारत  
के लिए कलंक और  
अभिशाप है  
इससे मुक्ति पानी ही होगी

— महात्मा गांधी

The thinking on adult education is based on the assumptions : (a) that illiteracy is a serious impediment to an individual's growth and to the country's socio-economic progress; (b) that education is not coterminous with schooling but takes place in most work and life situations; (c) that learning, working and living are inseparable and each acquires a meaning only when correlated with others; (d) that the means by which people are involved in the process of development are at least as important as the ends; and (e) that the illiterate and the poor can rise to their own liberation through literacy, dialogue and action.



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