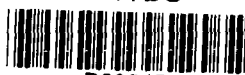


Guidelines for

**Post-literacy and
Continuing Education**

NIEPA DC



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INTRODUCTION

After the launching of Total Literacy Campaigns in various parts of the country, the need for systematic arrangements for Post Literacy and Continuing Education has become all the more necessary to prevent the relapse of neo-literates into illiteracy and also, to fulfil their future needs and aspirations. In view of this, Post Literacy Campaigns have been launched in all such districts which have completed total literacy campaigns or, are on the verge of completing the same.

With the purpose of providing guidance to the District Authorities for implementation of Post Literacy and Continuing Education Programme, certain guidelines have been formulated by the Department of Education for their use in future planning/reference. In this regard, three documents, in the form of guidelines for implementation of Post Literacy Campaign, Continuing Education Scheme and Preparation & Selection of Books for neo-literates have been brought out. These documents are being presented in this book. We hope, that the guidelines will help the functionaries and resource persons in formulating systematic plans for successful implementation of literacy programmes in their areas.

GUIDELINES FOR
POST LITERACY CAMPAIGN

GUIDELINES FOR POST LITERACY CAMPAIGN

OBJECTIVES

The objectives of various literacy programmes is to impart functional literacy to adults which implies:

- Achieving self-reliance in literacy and numeracy;
- Becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organisation and participation in the process of development;
- Acquiring skills to improve their economic status and general well-being;
- Imbibing the values of national integration, conservation of environment, women's equality, observance of small family norms etc.

The PLC is, therefore a continuation of TLC for achieving these objectives. The NLM views literacy not merely as a skill or technology. The purpose of acquisition of proficiency in the 3 Rs' is related to a larger purpose, i.e., to create an awareness among the disadvantaged section, mostly the neo-literates, about the causes of their deprivation, and to ameliorate their condition through participation in the development process. The objectives of the PLC programme should, therefore, include consolidation of reading, writing and numeracy skills, application of these skills as problem solving tools, and to create awareness and understanding among the neo-literates about the economic and social causes of their deprivation. The Post

Literacy phase should be utilised to organise the neo-literates, to enable their meaningful participation in the development process, and to imbibe the value of national integration, conservation of environment, women's equality, observation of small family norms. In the limited time available in TLC it is not possible to dwell on the functionality and awareness component. Therefore, during the PLC these objectives should take the centre stage.

1. Strategy of simultaneity between literacy and PL/CE

Planning for PL/CE generally begins only after the TLC phase is over. The resultant gap between acquisition of Basic literacy and the start of PL/CE programme leads to a situation where many learners who have acquired only 'fragile' literacy, quickly relapse into illiteracy, planning for PL/CE must begin with the planning for the literacy programme itself; its operationalisation should begin by the time 1/4th of the first phase of TLC learners or 50,000 learners have completed primer II.

Post-literacy and continuing education should begin only at the appropriate stage when the fragile level of literacy and guided-learning or dependence-learning syndrome of neo-literates can be replaced by a self-reliant learning syndrome. Since all learners are not uniformly endowed and their pace and level of acquisition is not uniform, we need to precisely determine the learning competencies acquired by the learners and should design an appropriate and differential strategy or responding to

their divergent learning needs found at different levels of literacy and numeracy. Designing a uniform recipe or content for all the categories of learners, regardless of the variations in their receptivity and retentively as also the difference in levels reached, is likely to be counter-productive.

While providing for a common framework, the PL/CE strategy must provide choices which will take care of the aspirations of the different groups of people.

Thus, the clientele for whom post-literacy and continuing education activities need to be planned is varied in its composition and diverse in its needs.

2. Target Group

The clientele for PL/CE includes, besides neo-literates who have completed the functional literacy course, school dropouts as well as pass outs of the primary schools and NFE programmes. Each of these groups would have varying interests, aspirations and must be provided diversified choices for continuing their learning, e.g. some persons in the younger age group may be interested in a 'second chance formal education'; youth, say in the 15-25 age group may desire vocational training for skill inculcation and upgradation. There may be others interested in work and family related courses, and still others, who are interested only in occasionally picking up a newspaper or book and reading.

For the purpose of preparing the project the number of learners who have successfully completed primer II and have started reading primer III will be taken into account. The project proposal will be considered in principle by the Executive Committee of NLMA and approved for the projected numbers of learners likely to com-

plete primer III. The actual implementation of the PLC programme will only start on completion of primer III. The Director-General, NLMA would be empowered to extend coverage of the programme on the basis of external evaluation report for all learners who achieved NLM norms. While flexibility will be provided to the implementing agencies to include the school, NFE dropouts, total size of the project will not exceed the size of the TLC programme.

3. Needs of Neo-literates

Given the background the neo-literates would be interested in securing services and access to numerous anti-poverty programmes, science and appropriate rural technology to improve their quality of life after attaining literacy and after improving their awareness and functional and vocational skills. The awareness of Government plans, policies and programmes on the one hand and of the provisions of protective and anti-exploitative laws meant for their protection and liberation would reinforce the faith and conviction in them that literacy learning could be a very useful weapon in making them aware of the existential reality of the situation in which they have been helplessly placed, in enabling them to grapple with the forces which are hostile to them and eventually overcoming them.

The awareness of laws, policies and programmes may lead to some empowerment of the neo-literates but may not lead to achievement of the desired results. For this, organisation of the unorganised is imperative and such organisation should be one of the major goals or objectives of the post-literacy activity. In a sense, post-literacy becomes a meaningful activity when it is preceded by systematic efforts

for formation of groups of neo-literates to come together, learn together and act together. This should, however, grow and consolidate itself around worthwhile economic activities which are of direct interest and relevance to the lives of the neo-literates. Such activities should be so conducted that they eventually result in conferring of ownership rights of assets (like quarries, poultry units, food/fruit processing units, etc.) to be members of the collective.

The 3 basic elements to be kept in view in planning a worthwhile programme of PL & CE are (a) identification of learning needs of neo-literates; (b) provision of learning opportunities to meet the needs and (c) creating a socio-economic, political and cultural ambience or nuclei to sustain the learning environment. The ultimate objective of that planning strategy would be to create a learning society where literacy is valued and prized, an urge, inclination and commitment of every individual to work for and contribute to literacy promotion efforts is respected and all doubts, reservations and misgivings about literacy as an important entry point to the world of information, communication and modernisation, as a tool of individual empowerment and collective well-being are replaced by a new faith, belief and conviction that this is a worthwhile effort and is certainly possible, feasible and achievable.

4. Functions of PL/CE

The PL/CE programme must address itself to the following :

(a) **Remediation:** It is quite likely that despite best efforts, some learners could not complete all the primers at the basic literacy stage or could qualify in the test prescribed. It is also possible that some

of them got enrolled initially but dropped out for a variety of reasons and situations. Their learning needs cannot be easily ignored or belittled and learning opportunities by way of remediation or mapping up operations will have to be provided to them for such duration as may be necessary to correct their learning deficiencies. Thus, keeping in view the uneven levels of achievement, it is crucial that those persons who have not achieved NLM levels of literacy in the TLC phase are enabled to achieve it. Secondly, those persons who have not participated at all in the TLC, whether it is for reasons of migration or inaccessibility in the more remote villages, or simply because family circumstances did not permit it, should be provided opportunity for basic literacy during this phase. Post-literacy arrangements for neo-literates will thus be required to perform this remediation function.

(b) **Continuation:** This has always been the principal focus of post-literacy, which relates to retention, reinforcement, stabilisation and upgradation of literacy skills. During the basic literacy stage, certain skills (reading, writing and computational) would have been acquired by those who completed the third primer, but these may be considered fragile or rudimentary and which would need to be refined and sharpened while some other skills may have to be acquired afresh or upgraded to usable levels. Retention would be possible if the levels acquired are sufficiently high and which will not permit relapse into illiteracy. It will also be possible if guided-learning could be replaced gradually by self-learning and learner or neo-literate is encouraged to be entirely on his/her own.

The textual material needed for this stage would have to keep this objective in focus.

(c) Application: Normally, the improvement of literacy and functional skills should lead to their application in a living and working situation, but this needs to be encouraged by positive measures. Through application of literacy, people begin to participate in the developmental process. Application essentially implies a shift from acquisition of skills to their application in getting services and also in a large sense an awareness of public policy which could lead to a qualitative improvement in working and living conditions. Skills in this context imply both reading, writing and computational skills as also communication skills, vocational and survival skills. Services imply delivery services under programmes related to health, family welfare, maternity and child health, nutrition, immunizational child are (ORT), agriculture, animal husbandry, veterinary etc. Awareness of public policy would imply an awareness of the age of marriage, age of employment, minimum wages, anti-dowry laws, untouchability, provision of child marriage act etc. Application of literacy learning in these respects would give them confidence and a sense of awakening and liberation from social deprivation, discrimination and injustice.

(d) Communitisation: This refers to the process of positive socialisation and use of communication skills/articulation of individual and group assertion. It may take the shape of group action for the improvement of the environment of vitalization of community forums and population organisations for social justice. It is the process by which individuals acquire a new

identity, a feeling of empowerment, a new confidence, a new outlook towards life and living situations.

As mentioned in the foregoing portions the PLCs have to necessarily cater to a diverse target group from different age-groups with different aspirations and aims for participating in Post Literacy Campaign which is to say that learners needs and aspirations are different. To be effective, the PLC proposals have to be tailored to the learners needs. This has to therefore, provide for number of options for learners from different background, different age-groups and different needs. Thus a straightjacket approach is neither feasible nor desirable and instead a 'catetaria' approach providing for different options would have to be proposed.

Strategies for Operationalizaiton

1. Resurvey for all learners

The effective operationalization of the PL/CE programmes, would require a thorough resurvey of all learners in order to (i) verify the learning levels achieved during the TLC phase, and (ii) identify left outs of the TLC. It is expected that re-survey will also (a) create in awareness of the need for PL/CE and (b) re-mobilise the organsiational network into action. After the survey is done differential strategies for different groups will be necessary.

2. TLC/PLC to run concurrently

In implementing the literacy and post literacy stage should not be mixed up. Even while initiating post-literacy programme, emphasis must continue to be given in achieving NLM level of literacy by those who have not achieved it. The project proposal should clearly spell out the

strategies adopted for moping up the left out learners, improving the skills of those who have not achieved NLM norms and the post literacy project for those who achieved the NLM norms.

Post Literacy provisions for children (9-14 age group)

As part of the Total Literacy Campaign, the younger age-group (of children) would also attain at least the same standard in literacy which the adults may acquire. However, since adults are more mature, have working responsibilities with a little bit of additional help at post-literacy stage, they may soon become self-reliant in literacy. Therefore, for adults, a shorter phase of post-literacy using mostly textual material may suffice. In the case of children, the same 'fragile' literacy could quickly completely disappear if more durable and longer duration exposure to learning experiences are not planned. Moreover, at that tender age, the desire for learning once kindled could be carried far too long and this should be given a more enduring and lasting emphasis.

It is, therefore, proposed that the children who complete TLC cycle and reach NLM norms may join the reorganise NFE course. This course has four phases - each of 5 to 6 months, the total duration being 2 years. However, since first six months are likely to be completed in TLC, the remaining one and a half years or phase II, III, IV could constitute the post-literacy phase. Materials designed by NCERT may be found suitable for this.

Post-Literacy provisions for adults in 15+ age group

The post-literacy programme should aim at providing four basic skills, i.e., Life Skills, Survival Skills, Communication Skills; and Vocational or Enterpreneural Skills;

Life Skills: In normal living and working situations men and women, who have just acquired initial literacy skills would like to use these of improving their living style and may like to make use of acquiring more information on issues which reduce drudgery like use of bio-gas, repair of gadgets, smokeless chulha, conservation of food. Literacy followed by post-literacy should help in dealing with these.

Survival Skills: Literacy should in other situations help people withstand the vagaries of nature - earthquakes, floods, drought and neo-literate should acquire better control over situation leading to atrocities, exploited and be aware of ways to deal with such situations. Similar application of in-expensive technology and its use could be learnt.

Communication Skills: Though literacy one acquires an ability to articulate ones feelings and develop confidence to participate effectively in developmental tasks and processes. Even the awareness and information level about public issues such as dowry, minimum wages, prohibition laws, child marriage and its evils, atrocities on weaker sections and women goes up and better communication skills get developed.

Vocational Skills: Literacy as a tool of empowerment and as a method of poverty alleviation recognizes the need to give greater economic stability to neo-literates. Training for income generation, self-

employment, income supplementation would be in the interest of neo-literates. The ambit of existing developmental programmes needs to be enlarged and short duration programmes started for them.

Organization of Implementation Structure

Post-literacy should be planned, structured and coordinated effort and should preferably be implemented in a campaign mode as in the TLC. The Saksharata Samiti at the district level and similar people's committees at the block/mandal panchayat, panchayat and village level would continue to provide leadership and direction for the post-literacy campaign as in the TLC.

District Level

The Zila Saksharata Samiti comprising the General Body and the Executive Committee should continue to be the main implementing agency. Its task specific sub-committees should also continue, though obviously with a wider gamut of functions in keeping with the post-literacy objectives.

An important point to emphasise at the district level is the development of a group of persons for resource material production. The group may evolve out of the existing task specific sub-committees, or may be created to include creative writers, journalists, educationists and activists/trainers of the TLC phase. Such a group is essential for identification, collection and development of textual and supplementary materials through workshops in which neo-literates, volunteers, students may be encouraged to participate, or by liaising with resource agencies at the state and national level. Such a group would also coordinate with development depart-

ments to adapt their extension literature in form, content and typesize to a level which neo-literates can read with facility, or perhaps, even taken on the responsibility of planning audio/TV programmes with 'matching' print materials. An even more important function of the group would be to make available adequate resource inputs for neo-literate newspapers, news-magazines etc.

At the district level the District Resource Unit either existing independently or as part of District Institute of Educational Technology (DIET) level can be made responsible for providing technical and managerial support to the TLC on the advice of Zila Saksharata Samiti.

Block/Sub-block level

The participatory committees, full time workers and government structure at this level would continue to play an important role in monitoring the programme and providing resource input. There can be a post literacy organiser at Block level to coordinate the efforts of the learning clusters.

Village: It should be the endeavour of the PLC to provide an institutional frame-work in the form of learning centres in every village/habitation/urban slum in as decentralised and debureaucratized mode as possible. Irrespective of the form the learning centres may take, it would be ensured that the community is fully involved in planning and implementation of the post-literacy programmes, the ultimate objective being to organise the unorganised.

In each village for a group of 50 neo-literates a Shiksha Kendra (Literacy Circle) may be set up where basically a volunteer will act as a guide to help the

neo-literates a to complete TL-I in about 40 instructional hours. Thus, in each village there could more than one shikshan kendra and if geographical proximity allows 50 shikshan kendra/literacy circles, neo-literate sanghas could be attached to a JSN which could be under the charge of a Prerak.

Experience has shown that the cluster will be a more suitable form of interaction for general awareness and cultural programmes, and extension education. It would be a more convenient unit for ensuring actual utilisation of the facilities provided under the library and reading room system. It may also prove to be an ideal setting for activating local action groups.

The cluster will provide scope for better linkage between post-literacy programmes and other developmental programmes. For instance, a cluster of women may be organised into a cooperative for income generating activities, or representatives from a cluster selected through a process of discussion, for training under TRYSEM.

Operationalising the cluster requires a diversity of programmes, which are locally relevant. This can be ensured only if the local cluster organisers are given sufficient training, periodic academic inputs and support for planning and monitoring their programmes regularly.

Establishment of Pathagars/ Rural Library

In each village or habitation where the number of neo-literates is substantial and where shikshan kendra already exist, it may be useful to set up small Pathagars having a reading room where the neo-literates could meet, read and discuss together and

share the information, ideas and experience of developmental nature. The village youth club could take upon itself the task of organising and running the village library where a couple of newspapers, newsletters, developmental literature, supplementary books for neo-literates could be made available. Similar at the block level preferably in the library of the secondary or higher secondary schools separate sections for neo-literates could be created. This support library at the block level would be expected to nurture the library at the village level and therefore it will have to be properly equipped. It could also lend books and rotate them to different villages on a weekly, fortnightly and monthly basis.

In order that these Pathagars and village libraries are able to serve the neo-literates and other persons interesting in using them, a strong material production unit at the district level will have to function and this responsibility could be taken up by the ZSS which may ultimately turn itself as the District Resource Unit.

The Library/Reading Room is visualised as a centre which symbolises the importance accorded to neo-literates for continuing their learning. Its creation for each village unit of 100 learners would be central to the organisation of all post-literacy activities.

The Library/Reading Room would be served by one or a group of active volunteers, whose main function would be to reach out to and involve all neo-literates in its activities. It would be housed in a building/room provided by the community, or constructed out of JRY funds.

It would provide for sufficient Post Literacy materials - 50 books, daily newspapers, journals etc. - one a yearly

recurring basis, as also some recreational equipment. It would be an information centre for development activities, and a centre for cultural activities giving particular importance to folk media. In addition, it would be a venue for strengthening skills of those who have not achieved NLM levels of literacy by organising volunteer or peer group teaching. It would also be the forum for organisation of group activities, such as kathavachan (story telling) sessions etc.

Training: The design of training as post-literacy workers would have to be considerably different from the training organised for literacy volunteers/instructors. At the post-literacy stage the canvas is quite wide and the range of activities is also unlimited. It is not restricted to imparting of literacy alone. Training is to really be in ways and methods of infusing confidence among the neo-literates to utilize the opportunities available, for stabilising literacy skills, for acquiring more information, knowledge and awareness about issues relating to their personal, social and economic development. Training has also to be given in proper utilization of the materials designed and available for neo-literates. Since discussions groups and Charcha Mandals would also constitute an important element in post-literacy phase, training in organising these and helping the neo-literates to take upon themselves such responsibility will be a necessary component of training. The District Resource Unit, the ZSS and the SRCs would naturally be ideal in organising. The ZSS could also set up groups within the district for this purpose. Use of electronic media (radio, TV, video cassettes) could also be made with advantage. Library organisa-

tions will also be an important function under post-literacy set up and training for this aspect would also be essential. Since at this stage, the learner does not remain a passive as he/she used to be when he/she joined the literacy course. By now neo-literates would have become more vocal, responsive analytical and inquisitive and therefore during the training programmes for volunteers these aspects would also require to be kept in mind. Duration of training should also be shorter than what it used to be for volunteer-teachers. But the kinds of expectations from the volunteers in post-literacy being different and the contents of training would have to be chosen judiciously and carefully shared.

The design of training for post-literacy workers would have to be considerably different. At the post-literacy stage the canvas is wide and the range of activities unlimited. Training would have to focus on the processes for:

- instilling greater confidence among neo-literates to learn further,
- transaction of specific materials designed for neo-literates;
- enabling learners who have yet to achieve NLM norms to achieve it;
- organisation and conduct of discussion groups, charcha mandals, kathavachans;
- integration of development, social and economic programmes with post-literacy;
- identification and initiation of group action.

Integration with Development Department

Each post-literacy programme would be suitably integrated with programme of

other development departments. These departments would provide facilities for location of the learning centres, imparting training to the beneficiaries of the post-literacy programme and would provide literature on activities/programmes being undertaken by them, besides meeting and talking to the learners at the post-literacy centres to understand the existential reality of the situation in which they have been placed and to provide support services to minimise the rigour and hardship of their existence.

- Schemes/programmes of TRYSEM, DWACRA, SCYTES, etc. would be suitably interlinked with post-literacy and continuing education so that the facilities under these schemes are available to the neo-literate.
- Newspapers for neo-literates, neo-literates' newsletter, wall papers, periodicals, magazines, etc., should become a part of supportive learning strategy.
- For promoting reading habits, the learning centres would be encouraged to set up penfriend clubs, reader clubs, etc. Book voyage will be integrated with post-literacy programme at the local, district and state levels.
- The employers, trade-unions and the government departments/undertaking would be expected to provide facilities of reading rooms, libraries, etc. for the neo-literates/learners, and their employees/members, etc.
- State Resource Centres, voluntary agencies and the private publishers should be encouraged to bring out books of common interest to the learners at subsidised rates. The educational institutions would be persuaded to allow the neo-literates to make use of the facilities of their libraries.

- Radio, television and films would be used with creativity and innovative skills to encourage efforts in the districts covered by the total literacy campaigns to sustain literacy, particularly reading and numeracy skills. Specially designed audio-visual learning material would be prepared for use in the JSNs and post-literacy centres. Serials, particularly for the neo-literates, would be developed and shown /broadcast through TV/Radio.

PLC is contextual

Each PLC project proposal has to be different. It has to take into account the area specific, culture specific, dimension of the local, historical background of previous movements for Education reform, the new upsurge created by implementation of PLC etc. Some of the innovative features are being cited below as indicators of various possibilities which can be explored:

- (a) PLC can be converted into an information window to pass on information about various development schemes and programmes of the government and also to function as a centre for discussion with development officers.
- (b) The learning centres selected one good topic of the day and discussions are held on this topic throughout the district at the level of learning centres. This enables crystalization of opinion on selected topics considered important for the district. It also provides and opportunity to the neo-literates for personality development by assuming a leadership role in their discussion.
- (c) Some districts have set up voluntary cells at the district level to ensure the participation of voluntary agencies not only in PLC, but also for all the development activities being under-

- taken by either voluntary agencies or government.
- (d) In order to implement PLC effectively, Mahila Mandals, Nehru Yuvak Kendra are being strengthened and involved to play an active role.
 - (e) In the State of Karnataka training of elected representative about the constitutional provisions of the 22nd and 23rd constitutional amendments are being carried out on a large scale. The Post Literacy Centres are also being used to act as discussion forum about the provisions of these constitutional amendments and thereby helping in creating better understanding and awareness about the Panchayati Raj System and the role of women in making it functional.
 - (f) PLC is also being used as strategy for strengthening of responsive administration, e.g., in Pune the concept of Gaon Kachari has been evolved as part of strategy for implementing PLC. It envisages that all the government/semi government functionaries working as a given village come together once a week at a given place in a village under one roof from 11 A.M. to 5 P.M. One of the functionaries who is a member of Gaon Kachari adopts a village for implementation and follow-up action on development schemes.
 - (g) Some districts have adopted innovative strategy of collecting riddles and stories form amongst the neo-literates and compiling them in the form of small booklets. These riddles and stories are then used in other learning centres to make them interesting and lively. This will help in creation of literature which mirrors and reflects the life and experiences of the world of neo-literates.

FUNDING: It is expected that for providing post-literacy Book I, some supplementary readers, newspapers, broadsheets and for organising training programmes etc., an expenditure upto Rs. 35- 40 per neo-literate may be enough. The expenditure on vocational training and for giving a developmental orientation to programmes and activities in PL & CE will hopefully come from concerned department and agencies. The details in this report are being worked out separately.

Monitoring of Post-Literacy Campaigns

PLC is a transition from a structured literacy programme phase to an unstructured self-learning phase. Moreover, the projects are highly contextual depending on the specificity of project/district, achievements levels which could be acquired by the neo-literates, semi-literates during the literacy phase. The campaigns will be consisting of different target age-groups and within the age groups some will be continuing with non-formal education, some with adult night schools and some with simply self-learning. Reporting on any PLC will thus be on the lines of the project activities. Therefore, only an elementary basic statistical proforma has been suggested indicating completion of PL BOOK I and participation in discussion groups thereafter. It is essential that this bare statistical report is invariably supplemented by a qualitative account of coverage. Therefore, it is necessary that progress of various processes and activities in respect of the various target groups in different stages of the campaigns are reflected in the qualitative part. The proforma for this purpose has been designed and circulated to all the TLC/PLC district by the NLM.

SCHEME OF
CONTINUING EDUCATION

GUIDELINES ON BOOKS FOR POST LITERACY AND CONTINUING EDUCATION

With the adoption of mass campaign approach as the dominant strategy of National Literacy Mission (NLM), Total Literacy Campaigns (TLCs) have been launched in several districts all over the country. A situation is fast emerging whereby millions of illiterates are acquiring basic literacy skills and joining the class of neo-literates each year. To facilitate reinforcement of literacy skills acquired by the neo-literates and to provide them opportunities for upgradation of their skills so as to enable them to function more effectively in their societies, Post-Literacy Campaigns (PLCs) are launched as a follow-up phase of TLC. While PLCs cater principally to neo-literates emerging from TLCs, the beneficiaries of PLC may also include other disadvantaged groups such as school drop-outs, unemployed youth, women in rural areas, etc. During Post-Literacy & Continuing Education (PL & CE) phase, the literacy processes have to be so continued as to sustain the learning interests and motivate the neo-literates to upgrade and acquire literacy skills for improvement of their living conditions. This necessitates development, production and distribution of a wide range of reading materials suited to the needs and interests of a wide variety of clientele groups.

The Directorate of Adult Education, New Delhi had, in 1986, circulated "Guidelines on Books for Post-Literacy" to facilitate

uniformity of approach in development and distribution of suitable books for the neo-literates. These guidelines had been formulated keeping in view the objectives of the Scheme of Jana Shikshan Nilayams (JSNs) which were to be established in a phased manner all over the country to cater to the PL & CE needs of neo-literates emerging from the Centre-based adult education programmes. With the rapid expansion of TLCs and phenomenal growth in the number of neo-literates having widely varying competency levels, the guidelines issued earlier have become out-dated. It has, therefore, become necessary to lay down fresh guidelines keeping in view the changed literacy scenario and the new strategies propagated by NLM. In view of the vast socio-cultural diversity of our country, wide variations in the achievement levels of neo-literates and considerable flexibility provided to the agencies implementing PL & CE programmes, it is not considered either necessary or practicable to lay down comprehensive guidelines on all relevant aspects of designing, developing and distribution of materials for neo-literates. The following guidelines are, therefore, being provided as broad policy parameters to govern the approach in regard to development, production and distribution of materials for neo-literates:-

- (i) The first step in organising development, production and distribution of

materials for neo-literates is to establish the objectives for which these materials are required. These objectives must be consistent with the national goals. The National Policy on Education (NPE), 1986 (as modified in 1992) has resolved that the NLM shall strive to achieve the national goals, such as alleviation of poverty, national integration, environmental conservation, observance of small family norm, promotion of women's equality, basic health care etc. The NPE also calls upon the NLM to facilitate energisation of the cultural creativity of the people and their active participation in the development process. The NLM has accordingly pledged itself to the cause of eradication of illiteracy and has set for itself the target of imparting functional literacy to 100 million illiterate persons by the end of the 8th Five Year Plan i.e. 1997. The NLM document envisages the following objectives by defining 'Functional Literacy' to include:-

- (a) Achieving self-reliance in literacy and numeracy;
- (b) Becoming aware of the causes of their deprivation and moving towards amelioration of their conditions through organisation and participation in the process of development;
- (c) Acquiring skills to improve the economic status and general well-being; and
- (d) Imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norm, etc.

Primers, books and other supplementary reading materials used in PL & CE programmes must contribute to achievement of national goals and more directly the NLM objectives. There must not be anything in these materials which is violative of NLM objectives or which may prejudice the national interests.

- (ii) Books and supplementary reading materials for the neo-literates have also to be so designed and developed as to facilitate achievement of programme specific objectives. One of the primary objectives of PL & CE programmes is to enable neo-literates to consolidate their literacy skills and to further upgrade these skills so as to become autonomous learners. The neo-literate materials should be so designed and graded that the transition from the stage of neo-literacy to that of independent learner is easily facilitated. This is important since materials are to be used in both structured as well as unstructured situations. Structured situation refers to organised learning where primers (PL-I) and supplementary reading books designed to gradually achieve the advanced levels of competencies are used. Unstructured situations refer to widely differing literacy abilities necessitating provision of a wide range of reading materials suited to the needs and interests of neo-literates. The materials developed for neo-literates should, therefore, be oriented to the genuine needs of neo-literates and should reinforce the literacy skills acquired earlier by them.

(iii) The materials for neo-literates should facilitate smoothly phased development of general educational competencies in terms of reading, writing, numeracy and mental skills. These should enable the neo-literates to gradually proceed to more advanced levels of learning in any area of their interest or need. General mental skills, which may sought to be promoted by these materials, should include vocabulary development, enhancement of general knowledge, ability to appreciate conceptual schemes, ability to reason critically, and ability to solve problems, especially those which concern their work and daily life.

(iv) Reading materials should be educationally sound, attractively produced and interesting so as to promote development of a reading habit. These should enable neo-literates to add to their knowledge as well as provide them reading pleasure.

(v) The content areas of books should offer a wide range of choice to the neo-literates. The content categories may comprise of (a) recreational topics/fiction, (b) social and developmental issues, (c) civics and values, (d) culture and (e) work related knowledge and skills.

(vi) The books and supplementary reading materials should be useful for the neo-literates and provide them access to the new information and technology. Improvement of economic conditions of the neo-literates and other clientele groups of PL & CE programmes is an important objective in development

of reading materials. These materials should, therefore, enable neo-literates to learn new skills, upgrade their old skills and acquaint them with ways and means of securing services from social and developmental programmes launched for their benefit. These should also provide them information on procedures for getting assistance from rural banks, co-operatives and other development agencies.

(vii) Reading materials for neo-literates should make the neo-literates enjoy learning more. This calls for development and use of educational materials which contain elements of entertainment and entertaining materials which contain elements of education. Simultaneously, the materials for neo-literates should also try to develop scientific concepts and inculcate formation of rational and scientific attitudes among them. The materials used should result in development of desirable values and attitudes. These as far as possible be action oriented.

(viii) Learning materials for neo-literates, especially for those who have not yet acquired abilities of autonomous learning, may be developed in the spoken language of the learners taking into account the dialectical specialities and cultural contexts. The materials should be so designed and graded as to enable learners to proceed from their local language to the acquisition of skills in reading and writing in the major language of the State, which may be adopted as the standard medium for PL & CE programmes. The language used

should, however, be simple and should suit the learners' comprehension level.

(ix) Production of materials for neo-literates is a very specialised and a challenging task. Several agencies such as State Resource Centre, Voluntary organisations, National Book Trust and private publishers are engaged in production of diverse kind of learning materials. Considerable effort, time and financial resources may be saved if the existing materials are properly screened, adapted and utilised for PL & CE programmes. Selection and distribution of the existing materials has, however, to be systematically planned and carefully undertaken. To oversee proper selection of materials for PL & CE programmes, the State/Govts shall constitute a material Selection Committee. The constitution of this Committee may be as under :-

1. Education Secretary of the State Govt
Chairperson
2. State Director of Adult Education (who may function as Chairperson in the absence of Education Secretary).
Member-Secretary
3. Director, State Resource Centre
Member
4. An eminent adult educationist or writer nominated by Director-General (NLM)
Member
5. An eminent adult educationist or writer nominated by the State Govt
Member

6. One member representing a voluntary organisation/NGO nominated by Director-General (NLM).
Member

7. One member representing a voluntary organisation/NGO nominated by the State Govt.
Member

(x) The Material Selection committee in each State/UT may evolve appropriate norms for selection of books and supplementary reading materials keeping in view the NLM objectives and other considerations enumerated above. This committee shall also be responsible for determining the broad content areas for which books should be selected and the weightage to be given to each content area keeping in view the requirements of PL & CE programmes in progress in the State. The Committee may also evolve and adopt such pricing criteria for selection of books as it may deem appropriate, keeping in view the need to maintain cost effectiveness of PL & CE programmes and to ensure reasonable economy in expenditure.

(xi) The Material Selection Committee may also devise appropriate procedures for channelising the distribution of neo-literate materials to the project areas.

(xii) While the NLM would continue to encourage SRCs, VAs and private publishers to undertake increased production of useful and educationally sound materials for PL & CE programmes, the State Govts may also take appropriate measures to stress upon all development departments

and agencies organising programmes for economically and socially disadvantaged sections of the society to bring out their schemes, information booklets and other materials, including forms in the language and print suited to the needs of neo-literates and to arrange their wider distribution through institutionalised mechanisms set up under the PL & CE programmes.

The above guidelines shall supercede the existing guidelines which were circulated in 1986 by the Directorate of Adult Education, New Delhi. The Material Selection

Committee constituted in each State/UT in accordance with the provisions of para 2. (ix) above shall be fully competent to devise and lay down supplementary guidelines and procedures on such other relevant aspects of development, production and distribution of books and other reading materials for PL & CE as are not specifically covered by the above guidelines, provided that all such guidelines, and procedures evolved by the Material Selection Committee remain in conformity with the above guidelines and should not be violative of any of the basic principles enunciated under the above guidelines.

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