

## **13. MISSION APPROACH TO LITERACY**

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*National Literacy Mission, New Delhi* : Ministry of Human Resource Development, Govt. of India, 1988, pp.59.

### **EXCERPTS**

#### **Mission Objectives**

Impart functional literacy to 80 million illiterate persons in 15-35 age-group 030 million by 1990 and additional 50 million by 1995. (p.14)

#### **Mission Clientele**

The NLM will concentrate on the 15-35 age-group which is crucial for the country's development..

The focus of NLM would be on rural areas, particularly women and persons belonging to SCs/ STs...(p.16)

#### **Key issues for the success of NLM**

- National Commitment
- Creation of an environment conducive to learning.
- Motivation of learners and teachers
- Mass mobilisation and people's involvement
- Techno-pedagogic inputs
- Efficient management and monitoring... (p.18)

### **Strategy**

#### **National-wide strategy**

##### **Increase Motivation**

The central issue in literacy is motivation, Entire NLM has been designed to face this issue.

##### **Secure People's Participation**

Systematic efforts will be made to secure people's participation through media and communication, creation of local level participatory structures, taking out of jathas, training of cadres of youth, etc. These efforts are expected to create an conducive environment to learning.

### **Significantly Increase Involvement of Voluntary Agencies**

Diverse methods will be employed for identification of suitable voluntary agencies, procedures of financial assistance streamlined and voluntary agencies involved on a massive scale for spread of the programme, for training and technical resource development experimentation and innovation, etc.

### **Substantially Improve on going Programmes**

Existing programmes will be continued, but their quality improved by application of proven S&T inputs, better supervision, suitable training, pedagogical innovations, etc. (p.19)

### **Launch Mass Movement**

MPFL will be expanded and strengthened and a mass movement for literacy launched by involving educational institutions teachers students youth, military and paramilitary personnel, housewives, ex-servicemen, employers, trade unions etc.,

### **Institutionalise Continuing Education**

Mechanism for post-literacy continuing education, particularly through establishment of Jana Shikshan Nilayams and better use of existing institutional facilities, will be created throughout the country.

### **Ensure Availability of Standard Learning Material**

The structure of technical resource development at the national, state as well as district levels will ensure that material of good quality, and conforming to the objectives of the Mission, become widely available.

### **Universalise the Outreach**

By 1990 facilities for literacy learning, continuing education and vocational training will be extended to all parts of the country.

### **Technology Demonstration**

Technology demonstration will be undertaken in 40 districts for development, transfer and application of Techno-pedagogic inputs. Results will be evaluated for application beyond 40 districts.

### **Establish Mission Management System at Different Levels**

An effective Mission Management System will be established to ensure achievement of the mission Objectives. This would include mechanisms for suitable staff selection and development, collection, flow and utilisation of information, systematic monitoring and mid-course corrections where necessary, and impact evaluation.

## Design for Motivation-Centred Programme

### CONTENT INPUTS

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Functional education, skill development, economic activity related programmes work with

based on health-related issues, particularly women's programmes around children's health

Literacy as a need per se, mainly in urban areas

Recreational relief, cultural activity, entertainment.

Awareness or cognoscenti-satin-centred programmes

Programmes centring around religious discourses 'bhajans' etc.

Youth training and deployment

Approximately 100 training institutions to be identified.

- Voluntary agencies
- Universities/colleges
- Social Science research institutes
- Trade unions
- NKYs
- Shramik Vidyapeeths

Each to select and impart training of about 3 weeks to a specified number of youth.

#### FORM RELATED INPUTS

Dedicated instructor well trained to discharge his functions, having behavioural qualities to the poor and the illiterates as equals.

Improved learning atmosphere, well- lighted classrooms, suitable learning material, a feeling that those who run the programme care for them.

Improved pace of learning, creation of confidence among learners that they can learn and that literacy is not an endless drudgery.

Good arrangements of continuing education, availability of reading material, making the illiterate person aware of his/her new eligibility.

General environment which values literacy- including political and administrative leadership, demon- stration of national determination.

There are other factors such as attractive learning materials, opportunity to go on excursions and fairs, incentives, awards and recognition with publicity to functionaries and learners.

Trainees : mainly youth who are committed to social development, ex-servicemen, panchayat members, other dedicated individuals, of whom at least 1/3 would be women.

Responsibility for this to be with national organisation of NYKs and with some lead organisations, research institutions, voluntary agencies etc.

Of the trained persons 2000 to 2500 each year will do whole time or part-time work (as National Service Volunteers, literacy/ NFE instructors/supervisors) or function as Activists for Education. (p.25)

### **Targets, number of VAs to be involved**

300 in 1987-88

700 in 1988-89

1000 in 1989-90

### **Identification of VAs through**

State Governments

Intermediate agencies such as

- CAPART
- Central Social Welfare Board
- Khadi and Village Industries Commission
- State Resource Centres
- Social Work & Research Centre, Tilonia
- Bhagwatula Charitable Trust, Yellamanchili, Andhra Pradesh
- Uttarkhand Sewa Nidhi, Almora

Directly by the National Authority. .. (p. 27)

### **Improvement of Ongoing Programmes**

The main ongoing programmes are Rural Functional Literacy Projects (RFLP) and State an Adult Education Programmes, which have been carefully reviewed and need is felt to thoroughly reorganise them. Measures to be taken will include :

- (i) Flexibility in the size of project - they could consist of 100 to 300 Centres depending upon the requirement of a particular area.

- (ii) Reduction in the span of control of supervisor from 30 Adult Education Centres to about 8 Adult Education Centres. The Supervisor will now be drawn from the local community, preferably an experienced and outstanding adult education instructor.
- (iii) Literacy will be imparted in the spoken language. Languages spoken by large groups, which are distinct from the regional languages, will be identified for development of literacy learning material.
- (iv) Techno-pedagogical inputs will be introduced systematically. These would include rapid literacy learning methods, teaching/ learning aids, improving the environment of Adult Education Centres, etc.
- (v) Revamping of the training system by introducing participatory training processes, increasing the number of days of initial training, provision of inservice training, setting up of District Resource Units for adults /non-formal education as a part of District Institutes of Education and Training and use of educational technology.
- (vi) Increasing the number of women Instructors, even by adjusting the minimum qualifications and making arrangements for their continuing education.
- (vii) Provision of facilities for post-literacy and continuing education through Jana Shikshan Nilayams (JSN) Vocational training courses, special newspapers/wall papers etc. Upto 60,000 JSNs will be opened by 1990... (p.29)

## **MASS PROGRAMME OF FUNCTIONAL LITERACY**

### **Why the Mass Programme ?**

- To make literacy a people's mission.
- To harness all agencies for the Mission.
- To pose mass literacy programme as a challenge for the youth.
- To secure participation of the disciplined forces.
- to lay stress on women's participation.

### **Involvement of universities, colleges teachers and students**

- By emphasising study service, viz, specific projects taken up by students as part of work experience or social/national service which will be reflected in their final result sheets.
- Stressing functional literacy in National Service Scheme, increasing coverage from 200,000 student volunteers in 1986-87 to 500,000 by 1990.
- Provision of institutional incentives for eradication of illiteracy in well defined areas.

## **Employers and Trade Union**

- Employers in the organised and semi-organised sectors and trade unions to run literacy classes and work-related courses for workers. Coverage to include :
  - railways
  - large mining operations
  - all public sector undertakings
  - all medium and large scale industries

## **Involvement of disciplined forces and captive clientele**

- Armed Forces and para-military personnel may consider organising literacy programmes in border and remote areas.
- Welfare organisations of Armed Forces and paramilitary personnel to organise literacy and vocational education courses for the families of their personnel.
- Territorial Army to be extensively employed for this work.
- Ex-servicemen through Sailors, Soldiers and Airmen's Boards.
- Prison management's and voluntary agencies to organise literacy and vocational training courses for inmates.

## **Opening up facilities**

Facilities in Government as well as private offices, educational institutions and other public places to be made available for functional literacy and adult education activities in the evenings.

## **Learning packages**

Attractively packaged comprehensive learning materials to be prepared for the Mass programme. Wherever possible, audio cassette players, TV, VCR, etc. to be used to supplement face to face instruction.

## **Women's Integrated Learning for Life (WILL)**

Women's literacy and education is critical for proper childcare ICDS programme will endeavour to revive the component of women's functional literacy... (pp. 30.31)

## **CONTINUING EDUCATION**

A phase programme of post-literacy and continuing education will be implemented. The principle instrumentality will be Jana Shikshan Nilayan (JSN). A JSN will be set up for a cluster of 4-5 villages (population of about 5000).

### **JSN's functions**

- evening class upgradation of literacy and numeracy skills.
- library
- reading room with suitable newspapers and journals
- *charcha mandal* for discussion on common problems.
- simple and short duration training programmes relating to subjects such as health and family welfare, new developments in agriculture and animal husbandry, conservation of energy, improved *chulha*, etc.
- sports and adventure activities.
- recreational and cultural activities, particularly the traditional folk forms.
- a window for securing information on various developmental programmes.
- a communication centre where community radio, audio, cassette players, TV and possibly VCR may be provided.

### **Continuing education will also be provided through the following:**

- employers, trade unions and the concerned agencies of the Government for the workers and other employees.
- all post-secondary education institutions, including universities, colleges and polytechnics, to give extension work the same importance as they do to instruction.
- book promotion programmes to be taken up on a big scale.
- libraries and reading rooms in educational institutions to be opened to public in the evenings.
- non-formal programmes of vocational and technical education based on the needs and interests of learners to be organised on a large scale, ensuring that women participate in such programmes with men.
- mass media to supplement other programmes (pp. 32-33)

### **UNIVERSALISATION OF THE OUTREACH**

Determined efforts shall have to be made to reach all the adult illiterates, specially women and the disadvantaged sections like tribals, those living in far-flung and inaccessible areas. Modalities to be adopted to enlarge outreach:

- Increase in the number of projects.

- Intensive involvement of VAs and social activist groups.
- Primary schools to run literacy activities.
- Involvement of all agencies working for deprived sections of society.
- Individualised instructions through Mass Programme of Functional Literacy.
- Development of distance learning techniques.

Detailed micro-planning to be undertaken to provide functional literacy instruction for all sections of society... (p. 36)

### **TECHNO-PEDAGOGY & TECHNOLOGY DEMONSTRATION AREA OF TECHNO-PEDAGOGIC INPUTS AND R&D**

The input of S&T and pedagogical research can greatly improve the quality of the instructional programme. Some possibilities:

#### **Lighting arrangements**

- Electrification
- Improved petromax and hurricane lanterns
- R&D for cost reduction in storage of solar energy.

#### **Learning material**

- Improved black boards and roller boards
- Design and manufacture of new type of slate, using plastic/ paper material.
- Production of good quality learning aids: globes, maps and charts, models for explaining human anatomy and physiology.
- Use of radio, audio cassette and other electronic materials for learning.
- R&D for computer-aided learning, reduction in cost of electronic aids.

#### **Learner motivation**

- Use of mass media
- Posters, bill-boards, exhibitions

#### **Training**

- Use of electronic media for group learning.



- Production of improved programmes in the form of audio/video cassettes and training films.
- Slides/film strips
- R&D for production of overhead projection equipment at reasonable cost.

### **Improving the pace and quality of literacy learning**

- Survey of existing techniques of rapid literacy learning.
- Combination of face to face instruction with communication technology - Use of electronic media for communication of national concern.
- R&D for
- the pedagogy of improved pace and quality of learning.
- computerised maintenance of information on each learner.
- use of computer in learner evaluation.

### **Post-literacy and continuing education**

- Use of computer-aided publishing for mass production of - books journals newspapers
- Provision of radio and audio cassette recorder/player, and also, if possible, VCR.
- R&D for
- image magnifying equipment.
- low cost radio, cassette player, VCR, etc.

### **Use of computers in the management of NLM**

#### **For project planning**

- For creation of a systematic data base.
- For analysis of data for decision making.
- For inventory control. (pp. 37-39)

### **PROCESS OF TECHNOLOGY DEMONSTRATION (TD)**

- \* Selection of 40 districts : 20 well-endowed  
20 under-endowed

- \* Creation of TD mission management system
- \* Identification of problems by Mission management
- \* Campaign for people's participation
- \* Development of techno-pedagogic package
- \* Technology Transfer for production
- \* Monitoring and review of inputs-outputs \* Determination of parameters for replication.
- \* Replication beyond 40 districts
- \* Remission of problems from Non-TD districts for search of solutions... (pp 39-40)

### **GOVERNING PRINCIPLES FOR MISSION MANAGEMENT**

- \* Decentralisation and functional autonomy with centralised control.
- \* People's participation
- \* Enabling mechanisms for securing Cupertino of Collaborating Agencies
- \* Personnel to have professional competence.
- \* Induction of women on a large scale.
- \* Clear delineation of levels of decision making, responsibility and accountability.
- \* Flexibility
- \* Innovative methods of selection, training and motivation of functionaries.
- \* Provision of adequate funds, including a substantial lump sum, for innovative initiatives.
- \* Use of computers and electronic media as learning aids, in management and for debureaucratization. (p.41)

### **MISSION MANAGEMENT STRUCTURE**

#### **Project**

The critical level in the management of NLM is the project, which will consist of one or two contiguous Blocks in a district.

#### **Objectives**

- complete responsibility for eradication of illiteracy in the project area.
- Organisation of continuing education programmes.

### **Characteristics**

- \* administratively viable
- \* functionally autonomous
- \* compact area
- \* basic features and financial norms uniform for all projects.
- \* flexibility and variation will be encouraged for promotion of innovation, particularly in projects to be taken by voluntary agencies.
- \* projects will be implemented by various agencies namely, State Governments, Voluntary Agencies, Panchyati Raj Institutions, Nehru Yuvak Kendras, etc.

### **Management functions**

- \* planning of the programme
- \* selection and training of supervisors and instructors
- \* securing linkage with developmental agencies and mass organisations.
- \* provision of supplies
- \* research and development
- \* monitoring and evaluation

### **Operational strategy**

- \* Adult Education Centre (AEC) will be the operational unit.
- \* AECs will be organised at the village/mohalla level.
- \* AEC Organiser will be a local worker acceptable to the community
- \* About 8 AECs will be overseen by a Supervisor (PRERAK).
- \* PRERAK will be selected from the local area, preferably an experienced and successful AEC Organiser.
- \* PRERAK will also organise post-literacy and continuing education through Jana Shikshan Nilayams.

### **District Level**

At the District level the District Board of Education (DBE) will be responsible for overall planning and administration of all educational programmes. District Resource Unit (DRU) as a part of DIET will provide technical resource support to the DBEs.

### **Functions of DBE**

- \* planning of eradication of illiteracy in whole district
- \* spatial allocation of responsibility among the various agencies implementing the programme.
- \* overall guidance of DRU.
- \* ensuring co-ordination of all programmes of adult education undertaken by different agencies.

### **Functions of DRU**

- \* provide technical assistance to DBE.
- \* train AE and NFE functionaries at the district level.
- \* orient the functionaries of development departments and other concerned agencies.
- \* material preparation for basic and post-literacy programmes.
- \* mobilise media support
- \* evaluation

### **State level**

At the State level, there will be a Commission/Authority headed by the Chief Minister, with responsibility for planning and implementations of the programme on the same lines as indicated for the National level. State Resource Centres (SRC) exist in most of the State for providing technical resource support to the adult education programme. They will assist the State level Commission/Authority. The SRCs will be strengthened by training of the personnel, provision of adequate financial support and improved co-ordination with State Governments.

### **National Level**

At the National level, there will be a National Authority of Adult Education (NAAE) headed by the Minister of Human Resource Development. This would have functional autonomy and full powers to take all decisions not requiring reference to the Cabinet. A Mission Task Force will be set up for the implementation of NLM. The Task Force will be headed by Director-General who will be of the rank of Additional/Joint Secretary. National Institute of Adult Education (NIAE) will be set up converting the existing Directorate of Adult Education. This Institute will be the apex body for providing technical resource support to the Authority and to the State Governments, voluntary agencies, etc.

### **Responsibilities and functions of NIAE**

- \* environment building
- \* planning and budgeting for the programmes

- \* operation of field programmes
- \* creation of multi-level structure for development of materials and for training of functionaries.
- \* Techno-pedagogic support to NLM.
- \* continuing education programmes.
- \* provision of media support.
- \* linkages with other developmental departments.
- \* monitoring, concurrent evaluation and research.