

## 8. POST LITERACY PROGRAMMES

**Report of the National Board of Adult Educations' Committee on Post-Literacy and Follow-up Programme.** New Delhi: Ministry of Education & Social Welfare, 1979, pp.12.

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*Terms of Reference*

To recommend the design and arrangements for post -literacy and follow-up programmes.

### EXCERPTS

**The Approach** - Neglect of post-literacy and follow-up programmes can be perilous. The past experiences in our country show that although awareness regarding the importance of such programmes was not lacking, they were seldom systematically organised. This has been one of the most important reasons for the rather limited impact of the programmes, therefore should be given as such importance as the regular adult education activity itself. Since NAEP encompasses post-literacy and follow-up programmes also, the assumptions and objectives of NAEP must apply to these programmes as much as they do to the regular 10-month programmes.

...It is also important that those programmes should be closely linked with the various schemes of socio-economic development. While it may not be proper to exclude any section which wishes to continue education, the emphasis should be persons who have completed adult education courses or who have had education upto primary level. In the past the public library system has mainly served the comparatively well-off sections of society and this trend will have to be effectively countered. Besides persons belonging to Scheduled Castes and Scheduled Tribes and women suffer from handicaps in availing of post-illiteracy and follow-up services and special arrangements shall have to be made for them.

**Communication Choices** - The post-literacy and follow-up programmes in the past, rare though they were, had tended to get confined to post-literacy and public library type of activities. Although

these activities would continue to be important, the various other means of communication must also be harnessed for creation of a dynamic learning environment. Therefore, in addition to the printed word emphasis must also be laid on other available means like (i) traditional and folk forms of communication-such as puppetry, folk theatre, Katha; (ii) Sophisticated technological media-including radio, TV, Film Slides; and (iii) group discussions and other means of group action-which may include sports and games, village planning, social service activities for improvement of the environment etc. The committee feels the need to study the various aspects of these three communication choices in much greater detail than has been possible so far. Hence, without under-estimating the importance of these means of communication and learning, the present recommendations give some details mainly in regard to the use of the printed media.

**The Print Media** - It should be recognised that the printed word has the potentiality not only to assist in retention and use of literacy and numeracy, it can also become the medium for functional development and of awareness building...

**The following specific suggestions are made:**

- (a) In several cases it may not be possible for the learners to achieve self-reliance in literacy and numeracy during the regular programme. Provision should, therefore, be made for intermediate stage during which the learners would continue guided study.
- (b) Directorate of Adult Education and SRCs should be called upon to prepare costs of suitable materials for post-Literacy programmes. Annotated bibliographies should be published by the Ministry of Education and the State Governments in various languages for use by the Project Agencies.
- (c) Various departments which publish extension material intended for use by neoliterates should be asked to review their existing extension literature and to bring out material which is really suitable for the neoliterates.
- (d) While it is necessary to provide appropriate incentives to writers and publishers to create relevant materials for this programme, emphasis should be laid on stimulation of creative energies in districts, cities, blocks and villages. Journals and wall-papers brought out for neoliterates should also have local relevance.
- (e) Popular movements need to be generated for popularisation of science for involvement of creative writers and for mobilisation of local efforts for establishment of libraries. There is much to learn from Kerala in this behalf.

**Guidelines** - It is essential to provide guidelines for materials to be used for post-literacy and follow-up programmes. The principle enshrined in preamble of the Constitution should be the basic guideline regarding suitability of materials. In addition, areas of national concern might be identified, some of them being.

- (a) national and social integration while respecting diversity.



- (b) respect for all religions and fostering of the common cultural heritages;
- (c) democracy, freedom, patriotism and self-reliance;
- (d) equality of opportunity and status, and freedom from exploitation;
- (e) inculcation of scientific temper and fight against blind belief and superstition;
- (f) protection of the rights of children, and observance of small family norms; and
- (g) environment conservation and enrichment.

The National Board of Adult Education should lay down guidelines and a convention should be established so that all State Governments/UT Administrations also accept them. While it would not be advisable to prescribe or proscribe any materials, any activity, including printed materials, which militate against the guidelines should be discouraged.

**Organisational System** - A time should soon come when properly organised groups in the community take over the responsibility for activities of continuing education and group action for community development. The committee feels that attention also need to be repeatedly drawn to the fact that unless conscious efforts are made to gear the delivery system for them, women, persons belonging to Scheduled Castes and other weaker sections of community may continue to suffer from deprivations in this regard. Therefore, the responsibility for organisation of post literacy and follow-up programmes should rest with the agency responsible for the regular adult education activities. All sizeable projects should be provided for this purpose a post of Assistant Project Officer in the second year. In organisation of these activities, involvement of a number of other agencies will be necessary, including the local bodies, the development departments, the formal schools system, the various technical and vocational training establishments etc. Students in secondary classes and in institutions of higher education could also substantially contribute to organisation of post-literacy and follow-up activities.

**Operational Models and Financial Arrangements** - It would not be realistic to indicate a common system of post-literacy and follow-up programmes for all parts of the country. The committee has, therefore, developed a variety of feasible operational models for organisation of post-literacy and follow-up programmes. It is necessary to emphasis that none of these models are intended to confine their activities only to reading and writing but are envisaged as units for organisation of composite programmes. The Committee is conscious that the models it has developed are not entirely satisfactory and that it should be possible to improve these models on the basis of experience. It also recommends that the various implementation agencies should be encouraged to design and try out other model also....

**Reappraisal of Village Library Activities** - Village libraries do not primarily serve the neoliterates. The Department of Public Libraries and other agencies responsible for administration of village libraries shall have to reorient themselves to make the village libraries mainly serve the learning needs of the neoliterates. This would have implication for the type of books to be purchased, the manner of their display, library hours steps to be taken for reaching the neoliterates etc. The person incharge of the village libraries, as well as the block, district, divisional and State level libraries and administrative personnel will also have to be reoriented.



**Need Based Continuing Education Courses** : V or VIth Class Certificate Courses - Generally speaking these courses would be organised in the local school. The Departments of school education in all States are advised to set apart text books for free distribution among persons who would continue education at these non-formal adult education centres. It would also be necessary for Departments of Schools Education to lay down instructions for organisation of examinations which are equivalent to formal examinations of similar type.

**Vocational Courses** - Persons who have completed primary education, or the approximately 10 months adult education course, should be encouraged to identify their own needs of vocational, environmental, or family life courses. These could vary from health and family welfare courses in political system, cooking, sewing, domestic accounts, pump repair, seed identification and preservation, fertilizer use, poultry development, use of Amber Charkha, various types of village industries etc. The duration of the courses could vary from 3 days to 3 months. Generally speaking the participants with help of the local continuing education incharges could themselves identify the most suitable instructor. The honorarium of the trainer could vary from Rs. 30 for a course of 3 days to Rs. 500 for a course of 3 months. Actual decision should be decentralised, in no case to be taken above the level of the project officer.

**Follow-up activities through students** : Voluntary Work by Student - This activity may be taken up as a part of NSS or socially useful productive work (SUPW) at the +2 stage. The number of students to be involved in one institutions may range from 10 to 100. Depending on the size involvement of students the expenditure on recurring and non-recurring items would vary.

**Emphasis on compact urban areas** - Although a large number of students may involve themselves in the rural areas, the main responsibility of students will be in the urban areas. The teacher incharge of NSS or SUPW activity would properly plan the area to be covered by each student, keeping in view the desirability of taking up compact areas and linking the work of post-literacy and follow-up programmes with NAEP project agencies. It may be added, however, that it is not essential that in all cases the work of students should be related to an adult education programme.

**Purchase of books and periodicals** - ... The power of purchase of book should be decentralised, ordinarily it should rest with the project officer, who should do so in consultation with the committee comprising the APO(CE), one supervisor and a couple of other local person who can be expected to contribute in selection....