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**THE FIRST YEAR OF**  
THE PROJECT  
"EACH ONE TEACH ONE"

(A COMPONENT OF THE NON-FORMAL & ADULT  
EDUCATION PROGRAMMES IN SIKKIM)

NIEPA DC



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**SPECIAL MESSAGE FROM  
HON'BLE SHRIMATI INDIRA GANDHI  
PRIME MINISTER OF INDIA  
SENT TO THE GOVERNOR OF SIKKIM**



What a great day it was for the human race when language could be put down on rock or bark ! New vistas were opened up for the mind. The written word enabled mankind to leap forward in all directions. Books are a treasure house, not only of knowledge but equally of entertainment and pleasure.

So the ability to read and write is essential to being one's own master, to protect one's interest and to improve one's prospects.

Our adult literacy schemes have not progressed very satisfactorily. They call for greater involvement of educated people. The slogan, ' Each One Teach One ' is an excellent and useful one. It initiates a programme of voluntary contribution to social development. I hope every teacher will realise that in teaching others, we ourselves learn much.

My good wishes for the success of the literacy drive in Sikkim.

New Delhi  
September 2, 1982

Sd/- INDIRA GANDHI

## M E S S A G E

28th August, 1982

One year has gone by when we launched "Each One Teach One." campaign in Sikkim, together with intensification of the National Adult Education Programme.



I could judge the enthusiasm for educational facilities on my numerous tours into remote parts of the State where the first and foremost demand of the people is not for their personal needs like drinking water supply, electricity, agricultural requirements, but for upgradation of s c h o o l s for the children.

This itself is a remarkable manifestation of the people's awareness of the importance of the future generations growing up in the light of knowledge instead of the pit of darkness in which our masses were kept plunged during the colonial rule.

Let critics say what they may, but there is no denying the fact that within the short career of a little more than three decades of Independence, we have achieved a percentage of literacy which is, if not proportionate to our population. certainly

compared to other developing countries, a most commendable achievement, having as we do the largest number of educational institutions and the largest number of students going to them in the world.

In Sikkim our aim in starting the "Each One Teach One" project was the expression of our anxiety for those children who have not been enrolled in schools or if enrolled have not been attending schools regularly and for drop-outs at various stages.

The Directorate of Education has acted promptly in enlisting the co-operation of the teaching staff and students of all schools all over the State as well as of other educated or literate adults. The tree of knowledge thus planted is beginning to bear fruit. It will require to be well watered and nourished with careful attention, application of mind and with patience and perseverance to ensure that the results we aspire for, are gratifying.

In a few years, let us hope to be able to hold our heads high and say that there is not a child in Sikkim who is not able to read and write, who is not aware of cleanliness and hygiene and who is not conscious of his or her duty to his family and to the nation as its useful citizen.

Adult education is for those who have suffered many years of their lives without the advantage of the opportunity and the realization of the boon that education is and which opens up so many pathways to progress and vistas of venture in any vocation or walk of life.

Illiteracy is like malnutrition of the mind, causing blackness of the mind's eye just like blindness is of the eye. Illiteracy is therefore a form of blindness too and consequently a black-out. It results in aimless groping about for one's goals in life in the dark.

So whether for the child or for the adult, the treatment of learning in schools and colleges or at home is an indispensable asset in the way of life.

There is so much intelligence even among our illiterates that it encourages us to feel that they would be easily adept to learning if only the doors were opened to them for the same.

My faith and my trust in our younger generation is boundless and it is up to us to undertake the task of the responsibility which rests on our shoulders. If there is any failure the liability will be ours and not the blame theirs.

They will say, you did not show us the way, you did not give us the opportunities, you failed in your duty towards us, and so you cannot blame us for what we have turned out to be.

If we beware of this and make our performance fool-proof, the younger generation, I am sure, will be only too happy not to have to point their finger at us, of the older generation, committed to the burden of putting them on the right track of life through the instrument of the elements of education.

28th Aug. 1982

( Sd/- HOMI J. H. TALEYARKHAN  
Governor of Sikkim



## M E S S A G E

I understand that the Department of Education organises meetings and campaigns on the International Literacy Day, i. e. September 8 every year to mobilise co-operation and support of the elders of the community to generate an awareness of the

increasing importance of literacy as a factor contributing to National Development.



The literacy day has acquired a special significance for our state in view of the launching of the Project "Each One Teach One" last year. As is now well known, this project aims to tackle the problems related with illiteracy and school drop-outs entirely from a new angle : i. e., one literate person to one illiterate person basis.

I have gone through the Department of Education Scheme for the implementation of the project. I am particularly happy to note that under the scheme, the youth force of our state has been involved in tackling problems which have both national and international implications. The involvement of about 12,000 students from class VIII onwards is an experiment which I am sure is bound to succeed.

A significant contribution this year, I understand, would be the production and release of specially prepared teaching-learning

material for the adult learners and instructional framework for the school drop-outs under project "Each One Teach One" on the International Literacy Day. The selection of themes for the first year of learning of Adults is judicious and relevant to the need of making our illiterate masses aware of their contribution for solving national problems like Illiteracy, Small, Saving and Loan Schemes for the Farmer, Maternity Welfare, Ignorance leading to Socio-Economic Exploitation of the poor, Food and Nutrition, Family Welfare, National Integration, etc.

I am confident that both the centrally sponsored scheme of Adult Education, and the Project "Each One Teach One" will continue to march hand in hand in the promotion of literacy and education among our adult masses as well as our unfortunate children who for one reason or the other have dropped out of schools.

I convey my most sincere good wishes to all concerned for their success in this noble endeavour.

8. 9. 1982

( Sd/- N. B. Bhandari )  
Chief Minister of Sikkim





## M E S S A G E

1. It is as a result of the Tehran World Congress of Ministers of Education held in 1965 under the auspices of the UNESCO on the eradication of illiteracy that September 8 is observed as International Literacy Day.



2. Last year on this day, the project "Each One Teach One" was launched in our state. This Project goes a significant step beyond the spirit of the statement issued by the Tehran World Congress on the eradication of illiteracy as it aims not only to promote functional literacy among illiterate adults but brings into focus the responsibility of the total community towards the non-formal educational needs of a very large number of children in our state who have either not gone

to school at all or have dropped out of the formal School system.

3. Universalisation of Elementary Education is a National Commitment and our highest educational priority, Therefore, all government and non-governmental agencies have to be mobilised to achieve 100% enrolment of children in the age group 6—14 years either in the formal or the non-formal educational systems. It is the most appropriate day today to take a pledge that this national objective would be achieved in our state within the remaining years of the Sixth Five Year Plan.

4. So far we had been slightly handicapped in producing enough and relevant reading materials for various age groups on our State. Steps have been taken to tide over this difficulty. The Department has produced special learning materials for the adult learners based on ten selected themes based on home, family and community life. Those deserving special mention are Literacy and Awareness, Ignorance leading to Social Exploitation, Food and Nutrition, Land and the Farmer and the Prime Minister's views on Literacy and Education. Besides this instructional Plan for drop-out children of 6 - 11 years is being released on the International Literacy Day.

5. I hope, these programmes will greatly expedite the process of removal of illiteracy in our state and we shall have the privilege of fulfilling the constitutional commitment of universalisation of elementary education and the national goal of attainment of 100% literacy for our adult masses in our state sooner than in the rest of our country.

8. 9. 1982

Sd/- S. M. Limboo



## OBJECTIVES OF THE PROJECT : "EACH ONE TEACH ONE"

—*Madhusudhan Singh*  
Director of Education

The main objective of the project 'Each One Teach One' in the state is to make the educated and the literate members of the community aware of their social and moral duty towards those who are uneducated, semi-educated or illiterate.

All our conventional assumptions about education based on colonial-industrial notions of segregated disciplines is to be re-examined. Long hours spent within the classrooms must be integrated with what is actually happening, and what will happen in future, in the community outside the school rooms. In the future, as Alvin Toffler predicts in his book 'The Third Wave', more and more learning will occur outside, rather than inside, the classroom. Instead of rigid age segregation, young and old will mingle together for mutual education. Education will become more interspersed and interwoven with work, and more spread out over a person's life time. Illiterate persons, when able to read and write, come to a new awareness of self-hood, and begin to look critically at their social situation with all the political and economic contradictions. Going through this process of what Paulo Freire calls CONSCIENTIZATION, one-time illiterate ignorant and uneducated people become capable of taking their legitimate part in social transformation leading to national development. The aim of the Project 'Each One Teach One' is to generate this process of CONSCIENTIZATION among our fellow countrymen who are at present educationally deprived.

### OBJECTIVES :

- 1) Achievement of the National Objective of the Universalization of Elementary Education to an extent of 100% in our state within the Sixth Plan Period.

- 2) To raise literacy rate in the state from 33.8% at present to at least 50% at the end of the Sixth Plan Period.
- 3) Compilation of a Directory of Learners and "Education Visitors" which will be a document of considerable sociological significance giving the economic background of persons who do not attend school or drop out of school.
- 4) To inculcate among our senior students the spirit of social commitment leading to National Development.
- 5) Generation of an awareness that promotion of literacy and education is the responsibility of all educated members of the community.





GOVERNMENT OF INDIA  
**P R E S S   N O T E**

6th May 1982

The Adult Education Programme has been in operation in the country for several decades. The Programme was being implemented through different schemes in various regions. However, as a nationwide campaign, it was launched in 1978 as National Adult Education Programme with time bound targets. It was not a new programme but culmination of a series of developments in the educational policies of our country since independence. The implementation of this programme was, however, subjected to widespread criticism in the Press, Parliament and other forums. Accordingly, a Review Committee under the Chairmanship of Dr. D.S.Kothari to review the National Adult Education Programme in all its aspects and to recommend improvements therein. The Review Committee submitted its report in April 1980.

2. The recommendations of the NAEP Review Committee were examined in detail by the Government and also discussed in the Consultative Committee of Members of Parliament attached to the Ministry of Education and Culture. The Government have decided to broadly accept the recommendations of the NAEP Review Committee and have accorded a high priority to Adult Education Programme by including it under the Minimum Needs Programme in the Sixth Five Year Plan and under the new 20 point Economic Programme.

3. In the light of above decisions the following policies and strategies will be adopted by the Govt. for better implementation of the Programme.

- i) The Government of India will continue to provide grants-in-aid to voluntary organisations working in the

field of adult education. However, keeping in view the criticism voiced earlier about infiltration of the programme by voluntary organisations having communal leanings, stricter scrutiny will be made of the voluntary organisations seeking government funds for their programmes to eliminate communal elements infiltrating the programme. For this purpose certain norms have been prescribed by the Government which have been circulated to all concerned. The procedure for giving grants to those organisation have also been modified to ensure better performance and proper utilisation of funds by the voluntary agencies.

- ii) Larger participation of students in the adult education programme will be enlisted as envisaged in the New 20 Point Programme. Necessary modalities for the same are being worked out and will be sent to all concerned in due course.
- iii) According to 1981 Census, 143 districts out of 402 have literacy rate below the National average. The literacy rate is also very low amongst women, scheduled castes, scheduled tribes, migrant labourers and other weaker sections of the society. Concerted efforts will be made to organise programmes for wider coverage of these target groups and areas so as to improve literacy position amongst them. As contemplated in the Sixth Five Year Plan Document it would be the endeavour of the Government to take steps for covering 100% adult illiterates in the age group 15-35 (numbering about 10.14 crores by the year 1990).
- iv) Special attention would be paid to the organisation of adult education programme for the physically handicapped. As the past experience in organisation

of adult education programme for the physically handicapped people is very limited, a few pilot and experimental projects will be taken up as soon as possible.

- v) The Adult Education Programme would be implemented in three phases :

*Phase i.* A programme of about 300-350 hours spread over a year. It would include basic literacy, general education with emphasis on health and family planning. Functional programmes relating to the learners' vocations and some familiarity with laws and policies affecting them.

*Phase ii.* A programme of about 150 hours spread over a year. It would be the stage of reinforcement of literary skills and its use in the daily life as well as wider education including appreciation of science in relation to one's environment, elements of geography, and history emphasising India's great and composite culture. This stage should contribute to improvement of vocational skills and initiate learning about supplemental employment (e. g. village industries, dairying, poultry, piggery). The participants should be encouraged to form discussion groups and to organise action for development.

*Phase iii.* A programme of approximately 100 hours spread over a year. The aim at this stage should be achievement of a reasonable degree of self-reliance in literacy and functionality and better appreciation of the scope



and value of science. This stage should also strengthen the ability to discuss important problems facing the individual, family and the community and take organised action for their betterment.

The programmes of post-literacy and follow-up will be activated and strengthened to avoid relapse into illiteracy of neo-literates and induct them in the process of self learning.

- vi) If the instructor organises classes for the second and the third phases also, he would be given extra remuneration—the details for which would be worked out shortly.
- vii) The National Board of adult Education would be reconstituted to advise Government on formulation of policies and programmes of Adult Education and for co-ordination in their implementation. Its responsibility would also include support to development of the State Research Centres, monitoring evaluation and research and generally improvement of the quality and coverage of the programme.
- viii) Steps will also be taken to activate all existing State Boards of Adult Education.
- x) The potential of electronic media particularly the telecasting/broadcasting network available through INSAT would also be utilised for the adult education programme.



# The Project 'Each One Teach One' —A Year In Retrospect

The Project 'Each One Teach One' is exactly one year old today. This has been a meaningful year from the point of view of implementation of the project.

Looking back, perhaps it can be safely asserted that objectives we had meant to achieve have been achieved to a considerable extent during the year. At least a dent has been made in the hardcore of apathy and indifference on the part of the educated towards the uneducated.

## **E.O.T.O—OBJECTIVES & URGENCY**

Universalisation of elementary education to an extent of 100% in our state within the sixth plan period has been one of our principal objectives besides the objective of raising the literacy rate to at least 50%. This required adoption of such unconventional methods and innovative approach as the project E.O.T.O. and other non-formal educational schemes. The third important objective that we had set forth was compilation of a Directory of learners and 'Education Visitors'. This project has now made considerable headway and we propose to bring out the Directory by August 1983.

So far as the universalisation of elementary education and raising the overall literacy rate (at least 50%) are concerned, the situation in our state may be summarised thus: about 70,000 children are enrolled in our formal stream. Considering the total number of children of school going age in our state, almost an equal number of children are staying out of school. Then an overall 34% i.e, about 15,000 children out of about 47,000 primary level children (6-11 years age group) alone

have either dropped out already or are potential drop-outs. Among our adult population of two out of every three individuals are illiterate. On top of all this, a large number of drop-outs and out-of-school children will attain adulthood within the remaining years of the sixth plan period, thus swelling the existing number of illiterate adults. Viewed against this background, the task seems to be formidable and hence the urgency to make the project E.O.T.O really succeed. Looking back, there can be no denying the fact that the launching of the project was a right step taken in the right direction.

### **STRATEGY & INSTRUCTIONAL MATERIAL**

Our strategy had been to enlist participation of all students from class VIII onwards in the project making it a component of obligatory Socially Useful Productive Work a compulsory requirement for a pass in class VIII examination. This has to be implemented fully during the current academic session. Similarly a special mention was to be made in the Annual Confidential Reports of the Teachers for participation and success in the project. At College level E.O.T.O. is being made an essential component of the National Service Scheme (NSS) other strategies to be adopted are involvement and participation of Voluntary Agencies, maintaining cumulative records of the learners, getting eligible learners registered for admission to Open School Courses of the CBSE and conducting special examination of the learners under the project.

Last but not the least was the proposal for preparation of specially designed instructional framework and instructional material. The first phase of this task has already been completed. We have produced basic learning materials in the form of a wall Calendar in Nepali accompanied by a Primer cum-workbook for teaching of reading and writing to adult beginners. The lessons have been given a functional bias by relating them with ten selected themes on home and family

life situation of the learners. Another notable contribution is the preparation and production of an instructional framework for condensed course of study for the class V examination under the project E.O.T.O which is also being released today. This will help in the effective implementation of the project E.O.T.O.

## **CONCLUSION**

Thus having completed the first phase of the project, we now propose to consolidate the first year's gains with added vigour and enthusiasm to make this second year much more realistic and fruitful period in terms of objectives and achievement as set forth under the project 'Each One Teach One'.

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# THE PROGRAMME "EACH ONE TEACH ONE"

S. No.	District	Institutional Centres	Total of Learners	Age Group			Above 25	Earning Wages	Non-Earning Wages
				7-8	11-14	14-25			
1.	East.	Bermick Martam :	17	17	—	—	—	—	17
2.		Tumlabung	09	02	03	03	03	08	01
3.		Yantang Aided.	07	—	—	05	02	03	04
4.		Wieng	16	02	04	08	02	05	11
5.		Chmjamartam.	10	—	—	08	02	—	10
6.		Siruani	04	01	01	01	01	01	03
7.		Duga	18	08	07	03	—	10	8
8.		Khamdong	09	04	—	05	—	06	04
9.		Pakying	10	04	04	02	—	06	02
10.		Makha.	06	02	03	01	—	06	02
11.		Rumtek	14	05	08	01	—	04	10
12.		Badong.	18	08	05	03	—	08	10
13.		Ralan.	20	05	08	04	03	10	07
14.		Rorathang.	16	05	04	03	04	09	10
15.		Rangpo.	25	06	08	05	06	15	10
16.		Ralang.	23	08	11	02	02	15	07
17.		Samkey.	18	06	02	05	05	10	18
18.		Aho-Shanti.	25	—	—	05	17	15	10
19.		Tadong.	30	04	02	18	10	16	8
20.		Lower Shayri.	56	—	09	41	06	36	20
21.		Lower Tumin.	31	04	06	11	10	21	10
22.		Tumin JR. H S.	27	04	06	04	13	20	07
23.		Penlong.	62	13	13	30	06	41	21
24.		Dikling.	48	07	23	28	10	20	28
25.		Enchey.	112	49	16	28	19	20	90
26.		Singtam.	88	44	21	19	04	14	75
27.		C. Pandam.	61	10	12	32	11	21	44
28.		Song.	38	06	09	16	05	18	20
			897	270	243	307	134	351	522
1.	North	Phodong.	47	07	15	20	05	20	27
2.		Dikchu	07	—	01	07	—	02	05
3.		Hee-Gyathang.	09	02	06	01	—	05	04
4.		Zongu.	01	01	—	—	—	—	01
5.		Tumlong.	01	—	01	—	—	01	—
6.		Swayam.	09	03	01	05	—	05	02
7.		Lingthem.	02	01	01	—	—	0	01
8.		Thaplazong.	165	26	18	68	44	56	100
9.		Pehnsong.	36	08	09	10	09	13	23
10.		Sigmat.	36	17	10	09	—	10	26
			304	65	62	120	58	113	189
1.	South	Turung	04	—	02	02	—	03	01
2.		Namchi.	40	10	05	20	05	20	20
3.		Lingmo.	01	—	—	01	—	01	—
4.		Yangang.	15	02	05	06	02	05	10
5.		Ravangla.	10	01	—	—	—	01	—
			61	13	12	29	07	29	31
1.	West	Pelling.	163	11	24	75	36	15	148
2.		Sonbaria.	88	21	20	30	06	10	75
3.		KaLuk.	60	41	11	08	—	09	51
			311	73	55	110	42	34	277
GRAND TOTAL :			1573	421	377	566	283	527	1015