

THE GREAT STRIDES

[A SYNOPSIS]

adult education - action programmes

by
**DIRECTORATE OF NON FORMAL AND ADULT EDUCATION
GOVERNMENT OF TAMIL NADU
1981**

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, SriAurobindo Marg, New Delhi-110016
DOC. No.D-166.....
Date.....27/5/85.....

INDEX

	Page
1.0 Backdrop	1
2.0 The Programmes	2
2.1 Rural Functional Literacy Project	3
2.2 State Adult Education Programme	3
2.3 Some Basic Features	5
3.0 Target Population	5
4.0 Number of Literacy Centres	6
5.0 Personnel Involved	6
5.1 Training	7
6.0 Software Produced	7
7.0 Finance	9
8.0 Illiterates made Literates	9
9.0 Motivational Measures	10
9.1 Role of Media	11
9.2 Role of Service Club	11
9.3 Other Innovative Programmes	11
9.3.1 Adult Education Centres through High and Higher Secondary Schools	12
9.3.2 Vocational Education Centres	12
9.3.3 Non-formal Education for Children in Factories	13
10.0 Overall Impact	13

ENCLOSURES

- I Main Supporting Materials - The Great Strides
- II Other Supporting Materials- State Board- Minutes
Primers - 3 Nos
Supplementary Readers 6 Nos
Mid term evaluation Report
Rural Functional Literacy
Projects - 12 Nos
State Adult Education
Programme
(Salem District)

GREAT STRIDES - A SYNOPSIS

1.0 BACK DROP

Education is the means for development and illiteracy is a barrier to prosperity. In spite of the fact that in Tamil Nadu there are more than 36,000 primary schools with 2.5 lakh pupils, with an annual budget of Rs.249 crores earmarked for education, it has not been possible so far to achieve the goal of universalisation of education upto the age of 14, as enshrined in the Constitution of India. Lakhs and lakhs of children are either dropouts or have never been to school. The first step to eradicate illiteracy is therefore, to arrest the increase in the number of illiterates.

To face the above problems squarely, a committee was appointed by the Government of Tamil Nadu to study the problem of illiteracy in the State and to suggest measures for the removal of illiteracy.

As a corollary to the Committee's report, the Directorate of Non-formal Education was formed in March, 1976. The Directorate started non-formal education centres for children in the age group of 6 to 14 years with the objective of the eradication of illiteracy among the adolescents as also adults in the age group 15 to 45.

Adult Education was conceived as a means of resources development. The Government felt that adult literacy was important for allround development and so the Directorate in consonance with the thinking of the Government, began its exercises in the field of adult education from the year 1977.

The activities that followed in succession to lay a good foundation to undertake this major task were the following:

- 1 A State Board of Adult Education was formed in the year 1978 with the Hon'ble Minister for Education as Chairman, and some other Ministers, Heads of Development Departments and some non-officials and experts as members.
- 2 District Adult Education Boards were formed in all the revenue districts revenue districts of the State, with the District Collectors as Chairman and District Heads of Development functionaries, some non officials and experts as members.
- 3 A State Resource Centre was formed in the year 1977 with 20% of assistance from the Government of India 15% from the State Government and 5% from the agency which sponsored the organisation, to form a strong resource/research base for adult education activities.
- 4 The various implementing agencies, Governmental and voluntary were identified in the State and targets were earmarked to them for five years.

Under the plan, the target apportioned to the State Government was to make 4.4 million adults literate in 5 years.

2.0 THE PROGRAMMES

The Directorate began to organise its activities to achieve the targets within five years.

2.1 RURAL FUNCTIONAL LITERACY PROJECT (R.F.L.P)

At first the Directorate integrated the then existing two schemes, Farmers Education and Functional literacy Programme and Non-formal Education for the age group 15 to 25 and brought them under the Rural Functional Literacy Project. Out of the 16 districts in the State, in 1979, the Directorate implemented the programme in 12 districts. Madras, Nilgiris, Periyar and Kanya kumari were the districts in which the programme could not yet be implemented pending sanction from the Government of India.

2.2 STATE ADULT EDUCATION PROGRAMMES - Self Sufficiency Scheme.

In 1979 the Chief Minister of Tamilnadu thought out a novel programme under the name of " Self Sufficiency Scheme" to develop the infrastructural facilities in the rural areas to make the village a worth place for living.

In the first phase, in 1979-80, the State Government selected 69 blocks under the Self Sufficiency Scheme. The Directorate immediately introduced Adult Education Scheme in 61 of the 69 blocks, the other eight blocks having been already covered by Rural Functional Literacy Projects.

The concept of this Self Sufficiency was to help the rural community to become Self sufficient with regard to the provision of drinking water, laying of link roads, building of culverts, improvement of minor irrigation schemes, establishment of rural dispensaries, making available maternity and child welfare services, implementation of rural housing schemes construction of school buildings and pathways to Harijan habitations. However

the self sufficiency scheme by itself will not endow the rural families with all the aspirations, motivations and inputs necessary to live well in the community. Education alone can make the people understand the utility of the programmes intended for their benefit and profit by them. Therefore adult education has been given a prominent role in the Self Sufficiency Scheme.

The above two programmes namely the Rural Functional Literacy Project and the State Self Sufficiency Adult Education Programme though similar in all organisational and administrative matters, differ only in the funding agency the Rural Functional Literacy Projectes being funded by the Government of India and the Self Sufficiency Scheme by the Government of Tamil Nadu.

Under the Self Sufficiency Scheme, a School building can be built for the use of the community members. If the community members do not send their children to school regularly or if the building is not put to optimum use, the investment made will not bring the results expected. If the parents in the community are educated, they will come to understand the need to education their children and that a good school building is essential for the proper education of their children. They will then take interest in putting to maximum use, the school building built for their benefits. Thus when infrastructural facilities are provided under the Self Sufficiency Scheme, education is needed to utilise them and derive benefit from them. So adult education has been rightly linked with Self Sufficiency Scheme and a

plan has been drawn to implement adult education in all the Self Sufficiency blocks.

2.3 SOME BASIC FEATURES OF THE PROGRAMME

- 1 Massive scale of the programme
- 2 Concentration on the poor and weaker sections such as Backward classes and areas, and women
- 3 Emphasis on the adequate preparation of
 - a the community
 - b the animators
 - c other personnel
 - d supportive services such as materials production and training arrangements
- 4 Methodology, emphasising the functional and awareness aspect and involvement of development agencies for this purpose
- 5 Detailed planning at all stages
- 6 Concurrent monitoring and evaluation; the emphasis being on effective implementation with the focus on the achievement of objective.

3.0 TARGET POPULATION AND THEIR CHARACTERISTICS

The blocks that came under the adult education programme were most backward. Most of the population lived below the poverty line and the need for the basic amenities for living was felt. Projects under the Rural Functional Literacy Project were started in July, 1979, and Self Sufficiency Scheme projects in January 1980. The target population consisted of the illiterates in the blocks selected, in the age group 15 to 35. Most of the illiterates in the rural areas were agricultural labourers, and daily wage earners.

The socially disadvantaged, the Scheduled Caste and Scheduled Tribe people and women formed the majority

majority of the target population. Most of them had no schooling and about 5% of them were early dropouts who later had become illiterates.

4.0 NUMBER OF LITERACY CENTRES

The details regarding the number of literacy centres, and number enrolled under the various programmes are given below:

Programmes	No.of Distrikt	No.of project	No.of centres under each project	Total No.of Centres	No.of Learners
1 RFLP(1979-80)	12	12	300	3600	122234
2 S.S.S(1980-81)	15	61	100	6100	207924

5.0 PERSONNEL INVOLVED

The personnel involved in the programmes at various levels are given below:

Sl.No.	Level	Designation	No.of posts
1	State	Director of Non-formal and Adult Education	1
		Deputy Director	1
		Assistant Directors	2
		Technical Officer	1
		Field Officers	2
2	District	District Adult Education Officers	16
3	Block	Project Officers RFLP - 12 SSS - 61	73
4	Cluster of Centres	Super-visors RFLP 120 SSS 183	303
5	Centres	Animators RFLP -3600 SSS -6100	9700

5.1 TRAINING

A good base for training the functionaries at the District/Project level was created. The details of training given to the functionaries are shown below:

Level	Functionary	Type of Pre service	Training in service	Duration	No. trained	Organisers
District	D.A.E.O	Preservice	-	3 weeks	10	Govt.of India
Blocks	Project Officer	Preservice	Inservice	10 days 5 days	85	Directorate S.R.C.*
Block	Super- visors	Preservice	Inservice	10 days 5 days	205	Directorate S.R.C. Project Officers
Centre (Village)	Animators	Preservice	Inservice	11 days 10 days (One day a month for 10 months)	9700	Supervisors assisted by Project Officers

* S.R.C. - State Resource Centre for Adult Education

committed, talented, motivated supervisors, project officers and animators emerged from the carefully conducted training programmes.

6.0 SOFTWARE PRODUCED

To implement the programme in the 9700 centres, the Directorate needed reading materials. These learning materials had to be need based and relevant to the local cultures, morals and trends focussing on different developmental aspects of the community.

The Directorate organised seven workshops in the various parts of the State to give local colour and relevance. Based on the preliminary surveys, different themes

were taken as subjects for the production of reading materials. In the workshop, the field functionaries like Project Officers and animators and trained experienced teachers were fully involved in preparing the reading materials. The materials produced and printed aimed at two objectives.

1. Primary reading material - primers
2. Neo-literary materials - Post-literacy materials

**READING MATERIALS PREPARED BY THE
DIRECTORATE OF NON FORMAL EDUCATION**

Sl. No.	I. Primers (in Tamil)	Year of printing	No.of copies printed
1	Mudhal Nool (The First Book)	1979	1,00,000
2	Iniya Vazhavi Noki (Towards a Happy Life)	1979	3,00,000
3	Oli Vilakku (Burning Lamp)	1979	2,00,000
II. Supplementary Readers			
4	Panaiyai Kapon (Protect the Palmyra)	1979	25,000
5	Ungal Maruthuvamani (Your Hospital)	1979	25,000
6	Sikkanam (Thriftness)	1979	25,000
7	Koodi Thozhil Chei (Co-operative Work)	1979	25,000
8	Mann Valam Kaka Mann Parisothani (Soil Testing)	1979	25,000
9	Siru Semippu (Small Saving)	1979	25,000

The printed materials were distributed to the centres through the project officers on time.

7.0 FINANCE

The Government of India and the State Government provided funds to implement the programme in the State. For a project of 100 centres under the Self Sufficiency Scheme for the first year the cost of implementing the programme came to 1.84 lakhs and from the 2nd year onwards the cost worked to 1.78 lakhs. Each of the 12 projects under RFLP were supplied to jeep each purchased under the Government of India grant. The Tamil Nadu Government also supplied a Trekker to each district for the use of the District Adult Education Officer.

To implement the programme in 300 centres under RFLP for the first year Rs 5.90 lakhs was spent and from the second year onwards the expenditure was reduced to Rs 5.32 lakhs.

For the Governmental run programme the finance came from the State exchequer. The State Government also gave the needed freedom to make intersectoral adjustments within the project allotment.

8.0 ILLITERATES MADE LITERATES

The illiterates made literates in the centres if they were to be classified according to their occupation would be as follows:

	Small Agri-cultu- ral farmers	Agri-cultu- ral labou- rers	Arti- sans	Self Emplo- yed	Busi- ness men	Casual labour ers	Others	Total
RFLP.	38447	62119	1755	2242	1451	4806	11214	122234
SSS.	69139	84470	8868	4944	2023	25198	13291	207924
Total	107586	146589	10623	7386	3474	30004	24505	330158

It could be seen that the majority of the people who became literates are agricultural labourers and small agriculturists.

The total number of Scheduled Caste men and women learners under the programme came to 1,18,868, that is 37% of the total number of beneficiaries. Out of the 3,30,158 learners, 1,31,541 learners are women.

9.0 MOTIVATIONAL MEASURES

To motivate the learners to attend the centres, the project officers and supervisors were instructed to contact the extension officers of the developmental departments and organise through them adult education centres (with their participation). This acted as a motivating factor. Grand valedictory functions were organised at the conclusion of the programme when the learners were honoured by the district officials with certificates of recognition. These functions were utilised for advertising and selling the SAEP, through the garlanding of dignitaries by elephants, display of fireworks bearing of drums and putting up shows of physical skill. These were organised at the project level. During the implementation stage the supervisors and animators acted as well wishers and social service workers to help the learners solve their social and economic problems.

Campaigns were organised like health checkup, eye-camp, Family Welfare Camp in the project areas to motivate the illiterate people to join the adult education centres.

To propagate the idea of adult education the programme was launched in the State on one appointed day with functions arranged in the district headquarters involving all the dignitaries of the place like MLAs., M.Ps. and district officials. Mass media like the press were requested to bring out special supplements on the occasion. Messages were obtained from the Chief Minister Education Minister, Chief Secretary, Education Secretary and others and they were flashed through the Press Slides were shown in the theatres on the inauguration of the programme. All India Radio reported the news of the simultaneous inauguration. Special lectures and discussions were arranged on the Radio to mark the inauguration.

9.1 ROLE OF MEDIA

As promotional activities All India Radio, and Dooradarshan broadcast adult education programmes for about 40 to 80 minutes in a week for the benefit of the adult education learners. An appeal was made to the animators to have their transistor radios in the centres and use this opportunity to the maximum for the benefit of the learners.

9.2 ROLE OF SERVICE CLUBS

Service clubs such as the Lions Club and the Rotary Club were urged to undertake activities to promote social education activities through the adult education centres.

9.3 OTHER INNOVATIVE PROGRAMMES

This Directorate not only undertake the two programmes mentioned earlier to eradicate illiteracy, but also implemented a number of innovative schemes during

80-81 to increase the literacy rate.

9.3.1 ADULT EDUCATION CENTRES THROUGH HIGH AND HIGHER SECONDARY SCHOOLS

600 High and Higher Secondary Schools were identified and in each of the schools one adult education centres was opened. The head of the institution is made to organise and administer the centres. The Directorate provided 50% aid to the high school to run the centre to meet the expenditure as honorarium to the teacher. The institution which receives the grant would meet the other 50% of cost by way of meeting the cost of provision of reading materials, learning materials and physical facilities provided to the learners. Under this programme, the number of adults made literate were 18000. This was run as an experimental pilot project and the Directorate is studying the results of this programme.

9.3.2 VOCATIONAL EDUCATION CENTRE FOR THE URBAN POPULATION

In all the municipalities and towns of the State, 150 centres were opened to benefit the urban slum illiterate population. The programme is for five months. Under this programme literacy is linked with some occupation or craft. Basket-making, cycle repairing, bread-baking, wirebag-making, tailoring, repairing and maintenance of electrical gadgets, and home crafts were introduced as vocations. A technical man knows the craft or trade is appointed as an animator and he is paid Rs.100/-p.m. The expected outcomes are literacy and numeracy and also functional skill in the crafts taught to them. The programme elicited good response and the Directorate is planning to expand the programme in the State.

9.3.3. NON-FORMAL EDUCATION PROGRAMME FOR CHILDREN WORKING IN FACTORIES

Child labour is widely used to increase the economic income of the family. The elders in the family did not like to send these children to schools in spite of the many incentives provided to draw those children to the formal stream. To provide part-time education to these children a model project was designed in an area where there was concentration of child labour i.e. Sivakasi Block.

Thirty centres are to function from June 1981 with a full time animator for each centre. The centre will function in the premises of the factories. The factory owners will provide physical amenities and snacks to these children. The children will be coached upto the VIII Standard level of the formal stream within a period of three years.

The stage is now set for implementing the programme in the State.

10.0 OVERALL IMPACT MADE ON THE TARGET GROUPS

The Directorate had the experience of running the programme for one full phase and now it is in its second phase.

The impact that adult education has made so far is evident from the facts that

- 1 The adult learners are expressing the need for post literacy programme and post literacy reading materials
- 2 They want the adult education programmes to continue in their areas
- 3 Small savings scheme has gained momentum in the areas ()009 have enrolled themselves in various small saving schemes in S.A.E.P. alone)

- 4 They have learnt to use their leisure time profitably (10,224 have become members of various clubs)
- 5 They have developed useful meaningful cultural entertainments (51,211 have participated in cultural activities)
- 6 They have developed the spirit of co-operation (wet ~~grinding~~ grinding centres on Co-operative basis have been opened by women learners)
- 7 The idea of a community centre is slowly emerging in the areas (32,931 have involved themselves in social service activities)
- 8 Thousands of adult learners have attained Literacy (Hundres of letters are received by the Directorate of International Literacy Day)
- 9 They have been able to supplement the family income through Kitchen gardening and the various handicrafts learnt in the centres
- 10 The programme can take the credit of awareness building in the learners.

The goals of adult education namely Literacy, numeracy, self reliance, awareness building and functionality are thus being reached by rural communities steadily through planned efforts, vigilant monitoring timely assistance and relevant evaluations.

ENCLOSURES

<u>I MAIN SUPPORTING MATERIALS</u>	DESCRIPTION
1 THE GREAT STRIDES	This is a detailed report of the Adult Education-action programmes of the Directorate of Non-formal and Adult Education, Government of Tamil Nadu.
<u>II OTHER SUPPORTING MATERIALS</u>	These contain details of
2 STATE BOARD OF ADULT EDUCATION (MINUTES OF THE SECOND MEETING)	Historical perspective of the programmes; target population and their characteristics; statistical data on number of illiterates made literates; number of literacy centres; nature and number of teaching and learning material brought out; number of instructors/animators supervisors and other personnel involved;
3 STATE LEVEL TRAINING OF SUPERVISORS OF STATE ADULT EDUCATION PROGRAMME	Arrangement of Training of field workers;
4 PRIMERS 3 Nos	Teaching material;
5 SUPPLEMENTARY 6 Nos READERS	
6 MID TERM EVALUATION RURAL FUNCTIONAL LITERACY PROJECT TAMIL NADU	A report of mid-term evaluation by an external team;
7 RURAL FUNCTIONAL LITERACY PROJECT	Statistical Evaluation particulars of Rural Functional Literacy Project of 12 Districts (One report for each district)
8 STATE ADULT EDUCATION PROGRAMME (SALEM DISTRICT)	Evaluation report of Salem District

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, SriAurobindo Marg, New Delhi-110002
DOC. No. D-766
Date... 27/5/81

