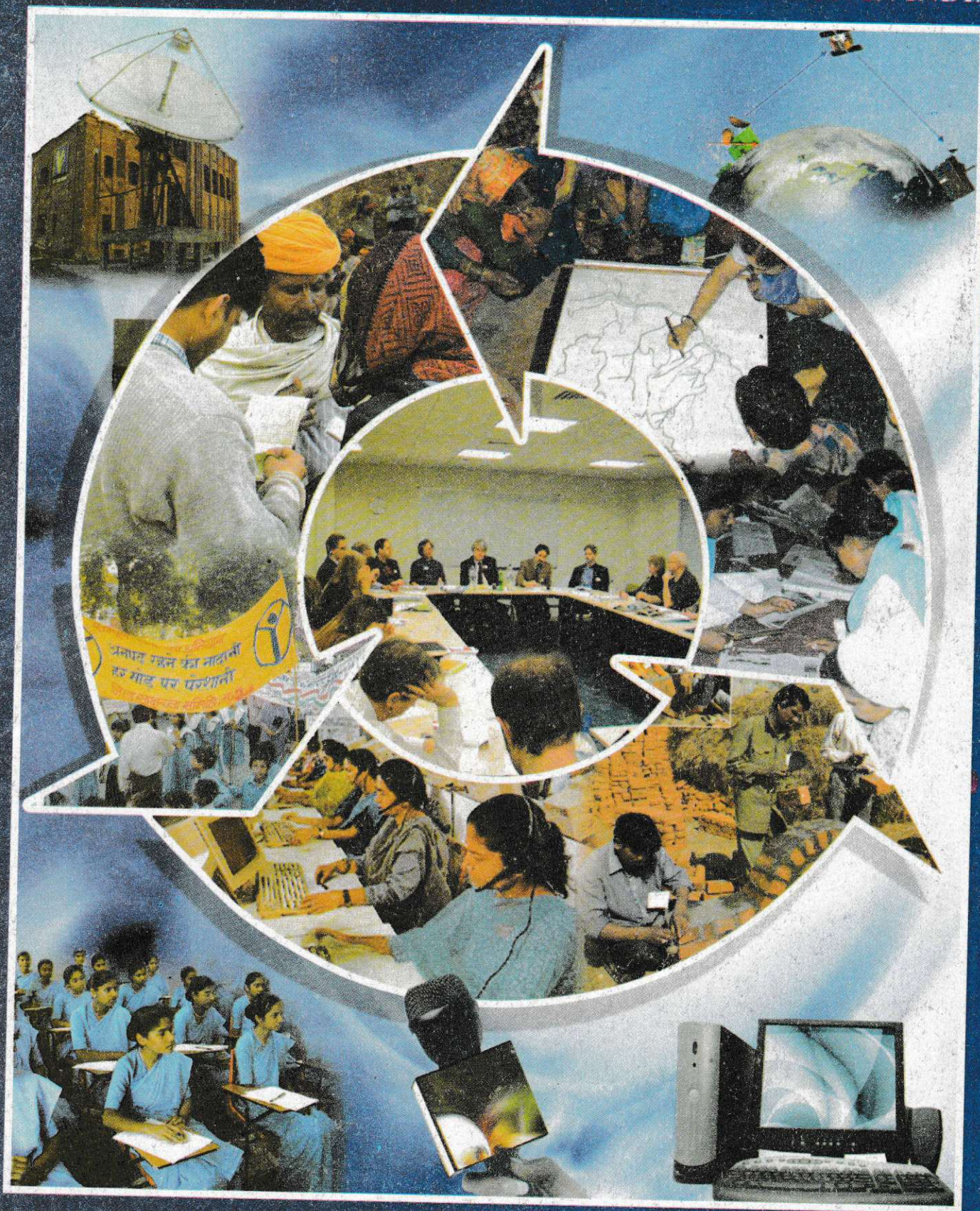






Indira Gandhi
National Open University
School of Extension and
Development Studies

MAE-002

Policy Planning and Implementation of Adult Education in India

Block

4

TOWARDS LIFELONG LEARNING: CREATING A LITERATE ENVIRONMENT

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**COURSE MAE-002 POLICY PLANNING AND
IMPLEMENTATION OF
ADULT EDUCATION IN
INDIA**

Block 1 Five Year Plans and Adult Education

- Unit 1 Current Adult Education Policy and Programmes: An Overview
- Unit 2 Adult Education Administration
- Unit 3 Resource Support Structures of Adult Education
- Unit 4 New Initiatives and Emerging Challenges

Block 2 Implementing Agencies

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Block 3 Participatory Training and Research in Adult Education

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Block 4 Towards Lifelong Learning: Creating a Literate Environment

- Unit 13 Post-Literacy and Continuing Education
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BLOCK 4 TOWARDS LIFELONG LEARNING: CREATING A LITERATE ENVIRONMENT

Introduction to the Block

This Block focusses on the role of post-literacy and continuing education in the context of lifelong learning. It highlights the need for institutionalisation of continuing education. The complexities, principles and issues related to writing or developing gender-sensitive, and needs and interests-based reading materials for neo-literate and semi-literate adults, and the role of libraries in providing diversified post-literacy and continuing education in the larger context of lifelong learning, and moving towards a learning society are also discussed. This Block consists of 4 units, i. e., Units 13 to 16.

Unit 13 presents you an overview of the concept, characteristics, need, types, role, significance and approaches of post-literacy and continuing education in the emerging context of lifelong learning.

Unit 14 throws more light on continuing education with emphasis on methods and media used for promoting it. It highlights the emerging trends, the present status of on-going continuing education schemes and the conditions necessary for the success of continuing education of adults for moving towards a learning society.

Unit 15 presents the complexities involved in writing and developing gender-sensitive, need-based and interest-based materials for neo-literate and semi-literate adults. It analyses certain aspects of reading material usually available for adults with a view to developing a critical perspective of mainstream reading materials. While raising and dealing with issues relating to the politics of language of these materials, it highlights certain principles required to be considered by individuals and institutions in writing and developing these materials.

Unit 16 highlights the inter-relationship between libraries and adult continuing education and the role of libraries in promoting post-literacy and continuing education. It discusses the need, significance, diversity of roles and services of libraries and different types of library strategies required for promoting post-literacy and continuing education of adults. It highlights the need and significance of networking for knowledge and information management vis-a-vis fostering a learning and developing society in its true spirit.

UNIT 13 POST- LITERACY AND CONTINUING EDUCATION

Structure

- 13.0 Introduction
- 13.1 Objectives
- 13.2 Concept of Lifelong Learning
 - 13.2.1 Characteristics of Lifelong Education
 - 13.2.2 Types of Lifelong Learners
 - 13.2.3 Types of Lifelong Learning Programmes
- 13.3 Need and Importance of Lifelong Learning
- 13.4 Opportunities for Lifelong Learning
 - 13.4.1 Guided Learning
 - 13.4.2 Self-directed Learning
- 13.5 Significance of Post-literacy and Continuing Education
- 13.6 Approaches to Post-literacy and Continuing Education
 - 13.6.1 Institutional Approach
 - 13.6.2 Non-formal Approach
 - 13.6.3 Open/Distance Learning Approach
 - 13.6.4 Computer Assisted Learning (CAL) Approach
 - 13.6.5 Web-based Approach
- 13.7 Let Us Sum Up
- 13.8 Answers to Check Your Progress
- 13.9 References

13.0 INTRODUCTION

While Total Literacy Campaigns (TLCs) provide a uniform educational content for all sections of the society, post-literacy and continuing education would contain diverse and alternative programmes which would be suitable for a wide cross-section of the people — such as neo-literates and semi-literates seeking to continue their education, school drop-outs and pass-outs seeking to achieve equivalence with formal education, other persons in the community seeking to enhance their vocational, functional skills, etc.

Post literacy is a continuation of basic literacy for retention and stabilisation of literacy skills acquired by the neo-literates, either through the total literacy campaigns or non-formal education programmes. It is necessary to prevent the relapse of neo-literates into illiteracy and also fulfill their future needs and aspirations. Post literacy leads the learners from guided learning to self-learning. Self-learning is possible through the provision of continuing education facilities.

Continuing Education is one which occurs beyond basic literacy and post-literacy. This is a life-long process of learning for human resource development and ultimately to achieve better quality of life.

The scheme of continuing education for non-literates was launched by the National Literacy Mission in December 1995 to cater to the continuing education needs of millions of neo-literates emerging from successful completion of literacy and post-literacy campaigns in several districts all over India. The scheme aims at providing an institutionalised mechanism for continuing education through Continuing Education Centres (CECs) to enable the neo-literates to retain, improve and apply their basic knowledge and skills in fulfilling their day-to-day needs and aspirations.

Post-literacy and Continuing education programmes, being conducted under the scheme, are taken up only in those districts which have completed both the Total Literacy (TL) phase and the external evaluation of the Total Literacy Campaigns. All these programmes are intended to create a learning environment in the country so as to move towards lifelong learning.

13.1 OBJECTIVES

In this unit we attempt to provide an overview of the concept and scope of lifelong learning. An attempt is also made to explain the role and significance of post-literacy and continuing education in the context of lifelong learning. Further, various approaches to post-literacy and continuing education are also presented.

After having gone through this unit, you will be able to:

- Explain the concept and characteristics of lifelong learning;
- Identify the need and importance of lifelong learning;
- Distinguish different types and methodologies of lifelong learning programmes;
- Understand the significance of post-literacy and continuing education; and
- Explain various approaches to Post-Literacy and Continuing Education.

13.2 CONCEPT OF LIFELONG LEARNING

The Faure Report (1972) 'Learning To Be' commissioned by UNESCO, seeking to institutionalize the concept of lifelong education advocated (i) for the right and the need of each individual to learn for his/her social, economic, political and cultural development throughout his/her life, and (ii) for recognizing it as the basic concept of educational policies while acknowledging its diverse forms in different cultures. The Report went on to articulate the idea of lifelong learning as the keystone of a learning society covering all aspects of education. As a continuation of the same concept, lifelong education was defined by UNESCO as that form of education which "covers formal, non-formal and informal patterns of learning throughout the life cycle of an individual for the conscious and continuous enhancement of the quality of life, his/her own and that of society". An attempt was made to introduce lifelong education as "a norm for educational practice at a national level and for the whole range of age groups and educational services". It was conceived as a holistic and integrated strategy directed toward 'the fulfillment of adaptive and creative functions of the individuals, leading to the continuous improvement of the quality of personal and collective life' (UNESCO Institute of Education, 2001). While UNESCO was promoting lifelong education on the above terms, the Organisation for Economic Co-operation and Development (OECD) was developing its own concept of lifelong education. In

1973 it published the report *Recurrent Education: a strategy for lifelong learning* which was concerned with learning in relation to occupational activity and individual learning and dealt mainly with post-compulsory education and training.

The eighties and nineties saw some significant changes taking place around the world. The economic recession, the fall of the Berlin wall and the emergence of a market friendly society, the revolution in the information and communication technology, and above all the phenomenon of globalization had an impact on the way human kind would prepare themselves to face the new challenges not only for survival but also for thriving.

In the nineties the term 'lifelong education' was replaced by the term 'lifelong learning'. Three reasons were put forward. *First*, to avoid touching on the sometimes negative associations that basic education may have for potential learners. *Second*, lifelong education often refers to the community. In the seventies lifelong education was associated with the more comprehensive and integrated goal of developing more humane individuals and communities in the face of social change while lifelong learning in the nineties has become more individual oriented. *Third*, lifelong education's thrust was more on structures and institutions and pointed to the need for ever present public policies and state intervention, while lifelong learning has the idea of personal responsibility for one's own educational development to choose from what is available in the education and training market to remain employable.

However, in practice one observes the updating and broadening of the concept by combining humanistic and social aspects with economic and entrepreneurial aspects as will be seen below.

The UNESCO publication entitled 'Learning: the treasure within', known also as the Delors Report of the International Commission on Education for the Twenty-First Century, acknowledges the need to "rethink and update the concept of lifelong education so as to reconcile three forces: competition which provides incentives, co-operation which gives strength, and solidarity which unites. There is a need to rethink and broaden the notion of lifelong education. Not only must it adapt to changes in the nature of work, but it must also constitute a continuous process of forming whole beings—their knowledge and aptitudes, as well as the critical faculty and ability to act. It should enable people to develop awareness of themselves and their environment and encourage them to play their social role and work in the community" (Delors, J. et al, 1996). The Report combines the four basic types of learning — the four "pillars", '**learning to know**' (to provide and update skills including self- learning, moral and ethical skills) '**learning to do**' (to enable citizens to face new challenges, often unforeseeable, working in teams), '**learning to live together, learning to live with others**' (to empower citizens in sociability and active citizenship while achieving social equity) and '**learning to be**' (to provide the citizens with programmes of education for leisure, pleasure and manifestation of their innate qualities throughout life). For this Commission "Learning throughout life is the heartbeat of society".

While UNESCO was formulating policies for broadening the concept of lifelong education to transform it to lifelong learning, OECD was formulating policies for broadening the scope of lifelong learning from simple economic points of view to a more holistic concept. The broadening of the concept is observed in the OECD (1996) as noted below.

The OECD defines lifelong learning as the “view of learning (which) embraces individual and social development of all kinds and in all settings—formally, in schools, vocational, tertiary and adult education institutions, and non-formally, at home, at work and in the community. The approach is system wide; it focuses on the standards of knowledge and skills needed by all, regardless of age. It emphasizes the need to prepare and motivate all children at an early age for learning over a lifetime, and direct efforts to ensure that all adults employed or unemployed, who need to retrain or upgrade their skills, are provided with opportunities to do so. The initial concept of recurrent education has moved on to include also informal learning arrangements” (Eurydice, 2000).

13.2.1 Characteristics of Lifelong Education

India is facing problems of population, poverty, illiteracy, corruption, and criminalization and communalisation of politics. In order to solve these problems, we need a mobilized and participatory society. This can only be possible through an effective programme of continuous lifelong learning. Promoting education for life must get priority in our national agenda. Presently, extension education, distance education and continuing education are the main modes of providing life-long education in our country. Life-long education should enable people to develop awareness of themselves and their environment and encourage them to play their social role at work, in the government of the country and in the community. However, while planning a programme of education for life, the following characteristics should be kept in mind.

- 1) It is need-based;
- 2) It should encourage creativity;
- 3) It helps in solving problems;
- 4) It brings in desirable changes in the knowledge, attitude and skills; and
- 5) It must create interest among the learners.

13.2.2 Types of Lifelong Learners

The lifelong learners will be classified in two categories: by their role and by the stages of their existence. Four types of learners can be identified by different roles they assume. They are:

- 1) Learner as an active and creative explorer of the world. Scientific findings confirm that almost from birth a human being is quite intelligent and manifests the capacity and desire to actively explore and make sense of his/her learning environment.
- 2) Learner as a reflexive agent. Research shows that reflexivity helps learners to become self learners. Lifelong learning needs to aim at building this competence through self management of the learning processes and results through active engagement in handling problems, self questioning and critically analyzing these processes and results.
- 3) Learner as a self actualizing agent. Self actualization (fulfilling one's potential as individual), curiosity and exploration are the lifelong drivers of human action.
- 4) Learner as an integrator of learning. On the one hand he/she integrates feeling, thinking and action, and on the other he/she manages learning opportunities,

taking advantage of different learning settings: informal, non-formal and formal and in school, out of school and a wide range of learning contents.

Again, four major groups of learners can be identified according to the stages mentioned above (Jonasson, 1999). They include:

- 1) Conventional first and second stage learners undergoing basic education and training.
- 2) Older learners often enrolled part-time in adult education programmes related to an occupation or for pleasure (retired citizens).
- 3) Students who have already obtained a higher education qualification and are looking for highly specialized professional opportunities at an advanced level.
- 4) Learners who wish to diversify their occupational activity (in areas such as computer science and management) in order to move into professional sectors and who seek fairly general courses in such disciplines.

13.2.3 Types of Lifelong Learning Programmes

Keeping in mind the need for life-long learning, the following types of programmes are suggestive for different people in rural/urban communities and semi-literates and neo-literates:

- i) General basic education programmes and vocational programmes for rural and urban communities;
- ii) Post-literacy programmes for semi-literates and neo-literates;
- iii) Development-oriented programmes and Future-oriented programmes for farmers, workers, artisans, traders, etc.;
- iv) Employment-oriented and career development education for unemployed and under-employed youth; and
- v) Leisure-time activities for house-wives and out of school youth.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

1) i) Explain the concept and characteristics of lifelong learning.

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- ii) Write in brief about the types of lifelong learners and lifelong learning programmes?

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13.3 NEED AND IMPORTANCE OF LIFELONG LEARNING

In recent times and particularly during the last few decades, there have been such significant changes in society that unless one keeps on 'knowing' and learning, he/she would not be able to understand life. In the knowledge-based societies, that are emerging around the world, adult education has become an imperative in the community and at the work place. New demands from society and working life raise expectations requiring each and every individual to continue renewing knowledge and skills throughout the whole of his or her life. The neo-literates, whose level and felt-needs are different, need to learn continuously throughout life - for retention of literary skills, for consolidation and stabilization of the skills gained by them, for application of functional literacy in meeting day-by-day needs of social intercourses, for optimum functioning as individuals and to contribute their potential for their development and community's development.

Adults, in general, have to acquire knowledge and information about modern methods of sanitation, good food habits, need for family planning and other important topics, such as national integration, conservation of environment, women's equality, etc. Opportunities for learning have to be provided to the youth, housewives, agricultural and industrial workers, artisans, etc. For example, the tillers of the soil are to be educated in modern methods of agriculture, keepers of animals must know scientific animal husbandry, the village carpenter, weaver, tinsmith, blacksmith, shoe-maker, etc., are to be given training in improved methods for carrying on their respective trades (Reddy, 1998). Lifelong education is providing wide access to information and empowerment of masses, and makes efforts to build an achieving and aspiring society.

Going forward from the work started by UNESCO as mentioned under section 13.2, and further elaborated in the 1997 International Conference in Hamburg, and the 1998 World Conference on Higher Education, a hundred scholars and specialists from all over the world got together in a conference in Cape Town, South Africa in October, 2000, in an attempt to move from a symbolic policy of lifelong learning that remains at the rhetorical level to one which becomes a practical reality. They supported the notion that the aim of lifelong learning is to enhance active, democratic citizenship which connects individuals and groups to the structures of social, political and economic activity in both local and global contexts and emphasizes women and men as agents of their own history in all aspects of their lives (Shirley Walters, 2003).

From a purely materialistic point of view, it was observed in a recent study sponsored by the European Commission that “intellectual capital is depreciating at 7% per year (which is a much higher rate than the recruitment of new graduates) with a corresponding reduction in the effectiveness of the workforce”. Yet another study asserts that “in electronics and related areas of engineering, knowledge is doubling every two and a half to three years and so 10 years after graduation, a 32 year old engineer is practicing in a world where 80% of the knowledge he is using has been discovered since he graduated” (Palomar and Parellada, 2001).

However, the rationale of lifelong learning goes beyond the economic discourse and addresses identity and value formation, promotes citizenship education, facilitates democratic participation and helps conflict resolution (Sanyal, 2004). More specifically,

- Lifelong learning is universal, a meaningful if not an indispensable activity.
- It is a safety net and helps optimize life by enhancing capacity to solve problems ranging from reducing poverty, sickness (used in China, Philippines, India, Bangladesh), environmental degradation (used in Japan, Western Europe), human rights violation and risks of war (UNESCO programmes) at the macro level and helps deal with risks in complex modern life at the micro level.
- It helps keep pace with the development of new knowledge of today's knowledge based society, particularly in the domain of information and communication technology (ICT), helps in learning new skills in rapidly changing societies (used in Japan and other industrialized countries) and face global competitiveness (many developing countries).
- It empowers people, especially deprived sections of the society (e.g., women, rural poor), and promotes social justice (used in Thailand, China among others).
- By definition it has unlimited time span liberated from a narrow utilitarian perspective.
- With increased longevity of human being race and the limited formal working life, it provides meaningful education for leisure and satisfaction.
- Lifelong learning can provide skills in business ethics needed in today's market - dominant, wealth-creating society (Church organized courses for business leaders in UK).
- Lifelong learning is a way to reconstruct a new set of values that are more humane.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

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All the formal and informal agencies of society will eventually provide opportunities for learning. That is, all parts of society will provide continuing education. For example, in the area of health, courses could be provided by formal medical and paramedical training institutions and also by many other agencies such as hospitals, clinics, community centres, the pharmaceutical industry, the housing industry, environmentalists, planners, food processing and food distribution agencies, manufacturing industries and so on.

In the area of civic consciousness, a multiplicity of agencies that could provide continuing education include formal educational institutions, the police, the legal profession, local government agencies, community centres, service industries, sports councils, political parties, religious organisations, the banking and commercial sectors. To facilitate the growth of continuing education, educational planners in any country should be aware of the wide range of institutions that provide or could provide CE facilities.

Since continuing education provides an opportunity to engage in lifelong learning, it must now emerge as the main component of this broader view of education. Continuing education is expected to make use of the following agencies/institutions/resources in the context of extending facilities for learning throughout life (Reddy, 1998):

- Mass media – Press, Radio, Television, Film;
- Cultural Institutions – Drama, Theatre, Fine Arts Academies, Youth Clubs, Farmers Clubs;
- Libraries – mobile library, reading clubs, study circles;
- Supplementary reading materials – graded books, broadsheets, literature produced by extension departments;

Continuing education centres, farmers' training centres, shramik vidyapeeths, open schools/open universities, etc., need to establish interactive communication programmes, in order to support adult learning. In the future, new information technologies (computer, printer, modem, internet access, scanner, local area network (LAN)) and relevant software packages can be expected to play a growing role and have an increasing impact on life-long learning. Further, there are different opportunities for lifelong learning. These are grouped as guided learning and self-directed learning, which are described hereunder.

13.4.1 Guided Learning

Guided learning is an interaction between the teacher, the student, and the materials of instruction. The teacher guides the process on the basis of his understanding of both student and materials so as to create learning experiences that will be meaningful to the student. The function of the teacher is to guide the student into the kind of experiences that will enable him to develop his own natural potentialities.

- 1) Guided learning ensures remediation of learning defects.
- 2) It helps the learner to acquire a more stable level of literacy skills.
- 3) It also helps in the transition from guided learning to self-learning.

There are many guided learning strategies viz., Demonstration, Guided discussion, Lecture-discussion, and the tutorial.

13.4.2 Self-directed Learning

Self-directed learning emphasises the individuals' role in learning and his personal responsibility in it: thus the concept is based on premise that students' possess the potential for self-initiation and self-evaluation in learning. Under self-study method, a student performing effectively is one who perceives things to do, personalizes learning, exercises self-discipline and makes use of human resources. The methods such as visits/tours/field trips, problem solving, open learning, programmed learning and computer assisted learning, etc., facilitate self-directed learning.

The new educational methodology will lay stress on the production of materials needed for self-learning. The materials such as posters, display-boards, charts, flannel graphs puppets, the radio, and the gram phone, the tape-recorder, films and television. The tools for self-study include: Textual method, Supplementary reading material, Reference material and Programmed instruction.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

3) i) Explain different opportunities for lifelong learning.

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ii) Explain about guided and self-directed learning.

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13.5 SIGNIFICANCE OF POST-LITERACY AND CONTINUING EDUCATION

Post-literacy and continuing education is a continuation of basic literacy for retention and stabilisation of literacy skills acquired by the neo-literates either through the total literacy campaigns or non-formal education programmes. It is necessary to prevent the relapse of neo-literates into illiteracy and also fulfill their future needs and aspirations. Post literacy and continuing education guide the learners from guided learning to self-learning.

The main purpose of post literacy and continuing education is to provide continuing education facilities which help the neo-literates to continue their learning beyond the basic literacy stage and to create a scope for application of learning for improvement of life. In the absence of post-literacy facilities and continuing education arrangements, the neo-literates tend to relapse into illiteracy as has been evident from the past experiences in our country. The main purposes of post-literacy and continuing education are:

- Reinforcing and strengthening the literacy skills acquired by the neo-literates;
- Bringing the neo-literates from dependence-learning syndrome to self-reliant learning syndrome;
- Application of knowledge and skills acquired so as to improve different aspects of personal, occupational and social life;
- Generating and sustaining the urge for learning and to provide more learning opportunities and encouraging more reading habits;
- Adjusting to the changing society and gaining access not only to information and ideas but also to decisions and effective responsibilities affecting both individual future and that of the community; and
- Creating a learning society so that people can participate effectively in the developmental process.

The objectives of Post-Literacy (PL) Programme initiated by the government are remediation, retention and consolidation of literacy skills through guided learning and to help the neo-literates to continue learning through self-directed processes. Emphasis is also laid on integration of skill development programmes with PL programme. PLP is regarded as the preparatory stage for Continuing Education (CE). The campaigns, which have stagnated for various reasons, are helped in their restoration. Additional funding of 40 to 50 per cent of the original project cost is admissible for such restoration.

Post-literacy and continuing education has been made as an integral part of the literacy campaign itself. At this stage, it is essential to note that planning for the post literacy programme must begin well before the completion of the basic literacy programme so that there is continuity in the programme.

Post-literacy and continuing education are based on the philosophy of life-long education. It stresses education as a process rather than an end at some stage. The concept of continuing education presumes some educational base on the part of a person which can be continued. It is applicable to all persons irrespective of their age, sex, location, education and occupation, etc. It is necessary to learn continuously throughout life, whether for continuous replenishment of knowledge,

for intellectual satisfaction, for personal and professional progress, for gaining experience, or for the effective discharge of civic functions. Lengrand (1975) has mentioned some factors which have created the need for continuing education. They are: acceleration of change, demographic expansion, evolution of scientific knowledge and technology and threat of technological unemployment. Reddy (1997) has noted some conditions that are necessary for the success of any continuing education programme. They include: literate society, awareness among the community people, provision for learning opportunities, training of continuing educators, adoption of suitable teaching methods, integration of continuing education with development, funding and resources, etc. These are discussed in detail in the subsequent unit i. e., Unit-14.

Continuing Education may take a variety of forms such as formal, informal and non-formal depending upon the purpose (Reddy, 1991). For instance, there are:

- 1) Formal courses preparing students for entrance tests and competitive examinations;
- 2) Refresher Courses, Orientation Programmes, Seminars, Conferences for in-service personnel;
- 3) Academic programmes for those who are out of the formal school system;
- 4) Ad hock courses to meet the specific needs of firms and industries;
- 5) Non-formal education courses leading to degrees and diplomas;
- 6) Non-formal education courses not leading to degrees and diplomas;
- 7) Non-formal education courses in the official language of the state/country.

All these programmes/courses may be preparatory or in-service and may be attended on a part-time or full-time basis.

The scheme of continuing education for Neo-literate has been introduced by the Government as a fully funded centrally sponsored programme in December 1995 (DAE,1995). The main objectives of the scheme - setting up of Continuing Education Centres, functions of CECs/NCECs, and the financial pattern are presented in Unit-14.

The target specific and local specific activities such as Equivalency Programmes (EPs), Quality of Life Improvement Programmes (QLIPs), Income Generating Programme (IGPs) and Individual Interest Promotion Programmes (IIPPs) can be organized for the beneficiaries of the programme.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

- 4) Explain the significance of Post-literacy and Continuing Education.

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13.6 APPROACHES TO POST-LITERACY AND CONTINUING EDUCATION

It is envisaged that post-literacy and continuing education centres, farmers' training centres, Jana Shikshan Sansthan, open/distant learning institutions, etc., will work towards establishing interactive communication in order to support lifelong learning. Virtual learning and web-based learning are also playing a growing role in PL and CE and are poised to have an increasing impact on life-long learning. The main approaches to post-literacy and continuing education are: 1) Institutional approach, 2) Non-formal approach, 3) Open/distance learning approach, 4) Computer-assisted learning approach, and 5) Web-based approach.

13.6.1 Institutional Approach

It is easy to make someone literate but to sustain literacy is difficult. Therefore, organisation of post-literacy and continuing education centres is very important to sustain the acquired literacy and to enhance it further. Continuing education is an indispensable aspect of the strategy of human resource development. The goal of a learning society is continuing education, which includes post-literacy for neo-literates and school dropouts for retention of literacy skills. The Post-literacy and Continuing Education Programmes are being taken up after the conclusion of Basic Literacy Programme in the districts.

The schemes of PL and CE of the NLM aim at providing an institutionalised mechanism for continuing education through Jana Shikshana Nilayams (JSNs) and Continuing Education Centres (CECs) to enable the neo-literates to retain, improve and apply their basic knowledge and skills in fulfilling their day-to-day needs and aspirations.

The Post-Literacy and Continuing Education Centres are permanent institutions which are functioning as a focal point for providing learning opportunities such as library, reading room, learning/training and information centre, charcha mandal and a centre for development, cultural and sports. Neo-literates and educated adults, particularly those who are employed need programmes that can be delivered at flexible times (e. g. evenings, weekends), with different media (e.g. print, media, correspondence, on-site), with flexible entry and exit points that recognise prior learning and different learning speeds, and in settings that reflect adult norms.

13.6.2 Non-formal Approach

Besides utilising the facilities in the PL and CE centers, the neo-literates and educated people would get benefit from other potential non-formal learning centers that are available in the community. They include: Radio Listening clubs, T.V. Viewing centres, Study/Reading centres, Craft Training centres, Farmers Training centres, Primary health centres, Community centres, Mahila Mandals, Youth clubs, Libraries, religious organisations, Cooperative Societies, etc.

The non-institutional and unstructured resources such as Newspapers, Posters, Books/magazines, Mass media, Computer programmes, Advertisements, Archives/Museums, Recreational activities, etc., are providing post-literacy and continuing education opportunities which lead to lifelong learning. Adults who have already acquired the basic literacy skills and who want to become fully

functional literates and to be autonomous learners can make use of the open learning resources which will ensure that the literacy acquired by them is further strengthened so that they can gradually become independent learners. The learning materials that are required for functional literates include personal letters, newsletters, newspapers, broad-sheets, illustrated pamphlets, brochures, booklets, folders, simple books and texts. Such materials will help them to strive to continue learning, reinforce and improve their acquired skills for improvement of quality of life (Reddy, 2002).

Dave, et al (1985) have identified the following media and learning resources for the neo-literates:

- 1) Newspapers, wall newspapers, magazines for neo-literates;
- 2) Test materials prepared for PL programmes;
- 3) Supplementary reading materials;
- 4) Libraries for new readers including mobile library, exhibitions and resources;
- 5) Extension literature produced by development agencies such as agriculture, health, animal husbandry, etc;
- 6) Materials produced for out-of-school credit programmes parallel to the school system, and by other non-formal education programmes of a vocational and general character;
- 7) Materials for occasional programmes based on special needs and interests;
- 8) Distance education media such as radio, television, video, film, etc.;
- 9) Computer software; and
- 10) Resources for field studies and visits.

13.6.3 Open/Distance Learning Approach

The post-literacy and continuing education centres are not able to meet the growing demands of the neo-literates and educated people in the community. Hence, there is a need to identify and utilise the **open/distance learning** resources for the purpose of neo-literates and educated community on the one side and creating resources for the professional development of preraks, nodal preraks and other literacy functionaries on the other.

After becoming autonomous learners, adults want to study independently and use books and other learning resources in search of new knowledge which can improve the standard of living through better health practices, better food, increased income, improved family life and more direct civic and community participation. The learning resources that are required for autonomous learners include supplementary reading material such as graded books, texts and magazines which provide additional knowledge and information pertinent to specific issues. Open/distance education would enable people to develop awareness of themselves and their environment and encourage them to play their social role at work, in the government of the country and in the community.

Autonomous/Independent learners, who are working in secondary occupations and willing to acquire qualifications through professional examinations can make

use of the distance learning systems such as correspondence courses, open universities, etc., so as to continue their education. Distance learning resources would enable the neo-literates to continue their education through which they can update and upgrade their already acquired knowledge in any particular field of specialisation, profession or vocation. Distance learning provides open access to professional and vocational education and has no formal entry requirements. All adults are eligible to enroll, without any formal academic qualifications. Instruction is by correspondence, radio and television and may be supplemented by some face-to-face tuition and counselling (DAE, 1992). Credit courses leading to a certificate, or a degree are offered by the distance learning institutes. There are colleges or provider-based systems with 'flexi-study' and support whereby learning is undertaken in the learners' homes (Jarvis, 1990).

Through their spare time studies, the learners may acquire recognised professional qualifications and become useful members of society with good knowledge of culture, science and technology. As the courses belong to a continuous system, youth with various academic qualifications ranging from senior secondary, matriculation, ordinary certificate, and ordinary diploma to higher certificate of the polytechnics, can find suitable entry points for their studies and terminate at different levels according to their individual needs (Lo Ming-Tak, 1991).

Open/Distance learning institutions, which are offering continuing education programmes, offer job-oriented and skill development courses leading to certificates/diploma/degrees. These institutions also have short-term courses for individuals to keep pace with the developments and advancements in his profession or field of work.

The Commonwealth of Learning Literacy Project, Courses on Human Rights, Disaster Management, Health care, Vocational training for ANMs, etc., being organised by Institutes of Distance Education are indicative of a *trend* of distance education to reach out to the excluded' (Sween and Ajaib, 2002). Open/distance education courses for working professionals differ in purpose, content, mode, delivery method, duration, and level.

Professional development or training of adult/continuing education functionaries can be periodically offered through the distance mode besides face-to-face and organised interaction. Attempts to engage in conversations, shared experiences and dialogue exchanges with colleagues and experts can contribute significantly to the knowledge of functionaries of continuing learning efforts. Adult educators and field functionaries can be encouraged to seek opportunities to pursue continuing learning and professional development by effectively utilising distance learning, e-learning or virtual learning opportunities. IGNOU has recently initiated certificate and diploma courses in adult and continuing education so as to equip the in-service and prospective adult educators in different aspects of adult education.

Open School and Open Learning can very effectively contribute to the realization of lifelong learning needs. This system can help in offering education for the needy and disadvantaged people in the remotest corners of the country. Opening of more open schools and universities in the country will help to serve all regions and all sections of people through all major languages. These institutions should strive to reach out to non-traditional student groups including children, adults, working people and those who are looking for new opportunities.

13.6.4 Computer Assisted Learning (CAL) Approach

As the computer becomes more common-place, more learning packages will become available and it will be easier for adult educators to employ this approach. It facilitates instant access to information with infinite patience and accuracy, and it provides opportunity for systematically organised learning for all learners. Experts claim that the use of CAL is without parallel in education and training because no human teacher even born, no method or media yet tried, can match the computer's capabilities. The increasing amount of information and lack of qualified teachers necessitate its use. In this, the learner can learn at his/her own pace, receive immediate personalised feedback and freely choose the content, sequencing and degree of difficulty of instruction. The dynamic interaction between the learner and instructional programme is not possible to be secured in any other medium.

13.6.5 Web-based Approach

Rapid technological changes and the emergence of the web offer new mechanisms to support and enhance traditional learning systems. The modern information technologies such as computer assisted instruction, on-line or web courses, electronic or print based study materials, News-groups or online discussion forums, video conferencing and e-mail and other delivery modes would certainly facilitate the globalisation of education and offer more learning opportunities to working adults.

The web is now causing educators to rethink the very nature of teaching / learning. Claims have been made that the web can free teaching and learning from physical boundaries of class rooms and time restraints of class schedules. Traditional lectures and demonstrations can become web-based, multi-media learning experiences for students. Learning resources of any school, college and university can be augmented by learning resources of the world via the web. Moreover, the web can help us re-focus our schools and institutions from teaching to learning, from teacher to student.

Web is a viable means to increase access to education and promote improved learning. The web appears to offer at least three distinct advantages viz., i) Web Appeals to students' learning mode, ii) Web provides flexible learning; and iii) Web enables new kinds of learning that can be capitalised upon by the teacher to promote improved learning.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

5) What are the different approaches to Post-literacy and Continuing Education?

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13.7 LET US SUM UP

In this unit, we have presented an overview of the concept, characteristics, need, types and methodologies of lifelong learning. We have also presented to you the role and significance of post-literacy and continuing education in the context of lifelong learning. Further, various approaches to post-literacy and continuing education have been presented.

13.8 ANSWERS TO CHECK YOUR PROGRESS

- 1) i) The concept of lifelong education was defined by UNESCO as that form of education which “covers formal, non-formal and informal patterns of learning throughout the life cycle of an individual for the conscious and continuous enhancement of the quality of life, his/her own, and that of society”. In the nineties the term lifelong education was replaced by the term lifelong learning. It should enable people to develop awareness of themselves and their environment and encourage them to play their social role, and to work in the community.

The OECD defines lifelong learning as the “view of learning (which) embraces individual and social development of all kinds and in all settings—formally, in schools, vocational, tertiary and adult education institutions, and non-formally, at home, at work and in the community. It emphasizes the need to prepare and motivate all children at an early age for learning over a lifetime, and direct efforts to ensure that all adults employed or unemployed, who need to retrain or upgrade their skills, are provided with opportunities to do so.

Lifelong learning has the characteristics such as: it is need-based; it should encourage creativity; it helps in solving problems; it brings in desirable changes in the knowledge, attitude and skills; and it creates interest among the learners.

- ii) The lifelong learners, based on the roles they assume, can be classified as follows. a) Learner as an active and creative explorer of the world; b) Learner as a reflexive agent; c) Learner as a self-actualizing agent; and d) Learner as an integrator of learning. The lifelong learners according to their stages of learning are classified into four major groups: a) Conventional, first and second stage learners undergoing basic education and training; b) Older learners, often enrolled part-time in adult education programmes; c) Students who have already obtained a higher education qualification and are looking for highly specialized professional opportunities at an advanced level; and d) Learners who wish to diversify their occupational activity.

Keeping in mind the need for life-long learning, the following types of programmes are suggestive for different people: i) General basic education programmes and vocational programmes for rural and urban communities; ii) Post-literacy programmes for semi-literates and neo-literates; iii) Development-oriented programmes and future-oriented programmes for farmers, workers, artisans, traders, etc.; iv) Employment-oriented and career development education for unemployed and under-employed youth; and v) Leisure-time activities for house-wives and out of school youth.

- 2) In recent times, there have been such significant changes in society that unless one keeps on 'knowing' and learning, he/she would not be able to understand life. This is particularly true with the neo-literates, whose level and felt-needs are different. It was observed in a recent study sponsored by the European Commission, that intellectual capital is depreciating at 7% per year with a corresponding reduction in the effectiveness of the workforce. The rationale of lifelong learning goes beyond the economic discourse and addresses identity and value formation, promotes citizenship education, facilitates democratic participation and helps conflict resolution. More specifically, lifelong learning is universal activity; it is a safety net and helps optimize life by enhancing capacity to solve problems ranging from reducing poverty, sickness, environmental degradation, human rights violation and helps deal with risks in complex modern life at the micro level. It helps keep pace with the development of new knowledge of today's knowledge based society, particularly in the domain of information and communication technology (ICT). It helps in learning new skills in rapidly changing societies and prepares one to face global competitiveness. It empowers people especially the deprived sections of society.
- 3) i) Opportunities for lifelong learning may be provided through the formal, non-formal and informal sectors. The formal agencies include schools, colleges, universities, polytechnics and agricultural institutions, etc. These agencies are providing the organised programmes either on full-time or part-time basis for the interested groups. The non-formal programmes are part-time courses offered by the colleges/ universities, correspondence courses, open schools, open universities, community based programmes, etc., for the learners who are desirous to continue their education. The informal programmes are of two types: (i) Structured or Institutional Programmes of the international organisations, professional and trade associations, hospitals and health centres, management groups, recreational agencies, sports councils, government ministries, youth and workers' clubs, commercial firms, local action groups, libraries, religious institutions, galleries, museums, zoos, amusement parks, etc. and (ii) Un-structured or Non-Institutional Programmes include mass media, computer programmes, books and magazines, advertisements/ propaganda, gallery and museum collections, etc.
- ii) Guided learning is an interaction between the teacher, the student, and the instructional materials. The teacher guides the process of learning on the basis of his understanding of both student and materials so as to create learning experiences that will be meaningful to the student. The function of the teacher is to guide the student into the kind of experiences that will enable him to develop his own natural potentialities. There are many guided learning strategies, viz., demonstration, guided discussion, lecture-discussion and the tutorial.

Self-directed learning emphasises the individual's role in learning and his/her personal responsibility in it. It is based on the premise that students possess the potential for self-initiation and self-evaluation in learning. Under the self-study method, a student performing effectively is one who perceives things to do, personalizes learning, exercises self-discipline and makes use of human resources. Methods such as visits/tours/field trips, problem solving, open learning, programmed learning and computer assisted learning, etc. facilitate self-directed learning.

- 4) Post-literacy and continuing education is necessary to prevent the relapse of neo-literates into illiteracy, and also to fulfill their future needs and aspirations. Post literacy and continuing education lead the learners from guided learning to self-learning. It is mainly to provide continuing education facilities to the neo-literates. In the absence of post-literacy facilities and continuing education arrangements, the neo-literates tend to relapse into illiteracy.

The main purposes of the Post Literacy (PL) Programme initiated by the government are remediation, retention and consolidation of literacy skills through guided learning and to help the neo-literates to continue learning through self-directed processes.

Post-literacy and continuing education is based on the philosophy of life-long education. It is necessary to learn continuously throughout life, whether for continuous replenishment of knowledge, for intellectual satisfaction, for personal and professional progress, for gaining experience, or for the effective discharge of civic functions. There are some factors, viz., acceleration of change, demographic expansion, evolution of scientific knowledge and technology and threat of technological unemployment which have created the need for continuing education.

The Scheme of Continuing Education for neo-literates has been introduced by the Government in 1996 with an aim to provide life-long learning opportunity to all beyond basic literacy and primary education.

- 5) The main approaches to post-literacy and continuing education are: a) Institutional approach, b) Non-formal approach, c) Open/distance learning approach, d) Computer-assisted learning approach, and e) Web-based approach.
 - a) Institutional Approach: The schemes of post-literacy and continuing education for non-literates available after the completion of the Basic Literacy phase cater to the continuing education needs of millions of neo-literates emerging from successful completion of literacy campaigns in several districts all over India. The schemes aim at providing an institutionalised mechanism for continuing education through Post Literacy (PL) and Continuing Education Centres (CECs) to enable the neo-literates to retain, stabilize, improve and apply their basic knowledge and skills in fulfilling their day-to-day needs and aspirations. These centers are permanent institutions which are functioning as a focal point for providing learning opportunities, such as library, reading room, learning/training and information centre, charcha mandal, etc.
 - b) Non-formal Approach: Besides utilising the facilities in the PL and CE centers, the neo-literates and educated people can get benefit from the potential non-formal or non-institutional learning centers such as radio listening, T V viewing centres, farmers training centres, P H Cs, etc., that are available in the community.

The non-formal or non-institutional and unstructured resources such as Newspapers, posters, books/magazines, mass media, computer programmes, advertisements, achieves/museums, recreational activities, etc., are providing

post-literacy and Continuing education opportunities which lead to lifelong learning. Autonomous learners can make use of the open learning resources which will ensure that the literacy acquired by them is further strengthened so that they can gradually become independent learners. The learning materials such as personal letters, news letters, newspapers, broad-sheets, illustrated pamphlets, brochures, booklets, folders, simple books and texts would help them to strive to continue learning, reinforce and improve their acquired skills *for* improvement of quality of life. Dave et al. (1985) have identified various media and learning resources for neo-literates.

- c) **Open/Distance Learning Approach:** Since the institutional and non-institutional approaches are not able to fully meet the growing demands of the neo-literates and educated people in the community, there is a need to identify and utilise open/distance learning resources for meeting the lifelong learning needs of the people.

Open/Distance education resources would enable people to develop awareness of themselves and their environment and encourage them to play their social role in society and at work, in the government and in the community. They can provide access to information, and for empowerment of masses. The Autonomous/Independent learners, who are working in secondary occupations and are willing to acquire further qualifications through professional examinations, can make use of the distance learning systems such as correspondence courses, open universities, etc., in order to continue their education.

Open/Distance learning institutions, which are offering continuing education programmes, offer job-oriented and skill development courses leading to certificates/diplomas/degrees. Professional development or training of adult/continuing education functionaries can be periodically offered through distance mode besides face-to-face and organised interaction.

- d) **Computer Assisted Learning (CAL) Approach:** This approach facilitates instant access to information, and it provides opportunity for systematically organised learning for all learners. The increasing amount of information and lack of qualified teachers necessitate its use. In this approach, a learner can learn at his/her own pace, receive immediate feedback and freely choose the content, its sequencing and degree of difficulty of instruction. Such dynamic interaction between the student and instructional programme is not possible in any other medium.
- e) **Web-based Approach:** The learning resources of any school, college and university can be augmented by learning resources of the world via the web. Moreover, the web can help us re-focus our schools and institutions from teaching to learning, from teacher to student. Web is a viable means to increase access to education and promote improved learning. The web appears to offer at least three distinct advantages viz., i) Web appeals to students' learning mode, ii) Web provides flexible learning; and iii) Web enables new kinds of learning that can be exploited by the teacher to promote improved learning.

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UNIT 14 INSTITUTIONALISATION OF CONTINUING EDUCATION

Structure

- 14.0 Introduction
- 14.1 Objectives
- 14.2 Continuing Education
 - 14.2.1 Concept, Need and Importance of Continuing Education
 - 14.2.2 Scope of Continuing Education
 - 14.2.3 Types of Continuing Education Programmes
 - 14.2.4 Methods and Media Used for Continuing Education
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- 14.6 Let Us Sum Up
- 14.7 Answers to Check Your Progress
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14.0 INTRODUCTION

Education is a continuous process taking place throughout the life of an individual. It is not confined to pre-specified times and places, but happens whenever a person reflects on the current situation, resolves to address a problem, to share an idea, or to gain an understanding. As the knowledge and skills enable the people to prosper throughout a life time, people will need continually to enhance their abilities, in order to address immediate problem and to participate in a process of continuing education and professional development. Life itself is a continuous learning process. But education, both general and vocational, throughout life, enables an individual to achieve his fullest potential for development. However, literacy is a catalyst for participation in social, cultural, political and economic activities and for learning throughout life. Further, Continuing education can provide educational facilities for all citizens to integrate learning, working and living. These three aspects of personal development must grow together so that overall quality of life improves and so that society as a whole becomes truly an 'educated' society in the best meaning of the term.

Continuing Education is one which occurs beyond initial education. This is a life-long process of learning for human resource development and ultimately to achieve better quality of life. Continuing education is a lifelong process, the self-fulfillment of an urge to keep pace with developments in one's professional life. It is a necessity rather than a luxury to maintain our competitive and globalised economy.

Recognising the need, a multiplicity of institutions are providing institutionalised mechanisms for continuing education. They include: government; universities/higher educational institutions; professional associations/organizations; employers and independent/private agencies; open/distance education institutions; etc. There are different facilitators for encouraging continuing education. They include: money incentives, flexible study mode, provision of job positions, provision of study leave, flexibility of course structure etc. The efficacy of a programme rests upon factors like provision of learning opportunities; awareness about facilities; availability, selection and training of personnel; adoption of suitable teaching methods; integration with development schemes; collaboration with government and non-government organisations including universities; and, of course, adequate funding.

It is easy to make someone literate but to sustain literacy is difficult. Therefore, organisation of post-literacy and continuing education is very important to sustain literacy and to enhance it further.

During the last 20 years, Total Literacy (TL) and Post Literacy Campaigns (PLC) have been implemented by the government in several districts throughout the country. As a follow-up, the government launched a Continuing Education scheme for neo-literates which was launched in January 1996 as a third phase of NLM. Continuing Education Centres (CECs) are established by the government to enable neo-literates to retain, improve and apply their basic knowledge and skills in fulfilling their day-to-day needs and aspirations. These centers are functioning as centres of activity related to education in the village. A CEC has to establish working relationship with NFE, Open School, Primary School, etc., which are functioning in the village. Continuing Education Centres also organise diversified vocational and life enrichment programmes on a part-time and short-term basis for the neo-literates and other general public. In Unit-13, the concept and scope lifelong learning, the role and significance of Post Literacy and Continuing Education (PL & CE) and various approaches to PL & CE were presented. In the present unit, institutionalization of continuing education will be presented.

14.1 OBJECTIVES

In this unit, we attempt to present an overview of the concept, need, scope and types of continuing education. After having gone through this unit, you would be able to:

- Explain the need for continuing education and methods and media used in the context of continuing education;
- Understand the conditions necessary for the success of continuing education;
- Describe the status of the on-going continuing education scheme; and
- Understand the emerging trend of education, i. e., towards a learning society.

14.2 CONTINUING EDUCATION

Though we have studied some aspects of continuing education in the previous Unit, i. e. Unit 13, let us look at some more aspects of it.

14.2.1 Concept, Need and Importance of Continuing Education

In Unit 1 of Block 1 of Course MAE-001 we have introduced the concept of continuing education. Let us learn more about the concept of continuing education here.

- a) **Concept:** Continuing Education (CE) by definition is the provision of opportunities for people to continue their learning. This implies that if CE is to facilitate the development of a learning society, then society must provide a rich educational environment with a wide range of diverse resources and opportunities for learning, not only through the formal system but also through the informal educational sector (UNESCO: PROAP, 1988). Continuing education not only depends on literacy skills of people, it also rests on the provision of resources and opportunities for further learning. The richer and more diversified the learning environment, the greater will be the opportunity for continuing education. The non-formal system can play an important role in this regard.

UNESCO: PROAP (1993) had defined continuing education as a 'broad concept which includes all the learning opportunities all people want or need outside of basic literacy education and primary education'. This definition implies the following: i) continuing education is for literate youth and adults; ii) it is responsive to needs and wants; iii) it can include experiences provided by the formal, non-formal and informal education sub-sectors; and iv) it is defined in terms of 'opportunity' to engage in lifelong learning after the conclusion of primary schooling or its equivalent.

Continuing education can utilize non-formal education procedures but the two are not the same. The non-formal system is an alternative provision to help educationally deprived adults reach standards that are equivalent to those in the formal system. But continuing education is a provision for life-long education.

Continuing education is an indispensable aspect of the strategy of human resource development. The goal of a learning society is continuing education, which includes post-literacy for neo-literates and school dropouts, and for retention of literacy skills and continuation of learning.

- b) **Need and importance:** CE is a process by which life-long needs of the individuals are achieved. There is a need to learn continuously throughout life whether for continuous replenishment of knowledge, for intellectual satisfaction, for personal and professional progress, for gaining experience, or for the effective discharge of civic functions (Reddy, 1991). The purposes of continuing education are enumerated as follows:

- To consolidate and stabilise the skills gained by semi-literates and neo-literates so that they become adequately functional literates;
- To create scope for application of functional literacy in meeting the day-to-day needs of social intercourse;
- To disseminate information on developmental programmes so as to ensure the participation of people in these programmes;
- To create awareness about national concerns such as national integration, conservation and improvement of the environment, women's equality, observance of small family norm etc.; and

- To organize short-duration training programmes and orientation courses for providing vocational skills for improving productivity and economic status of people.

Continuing education is needed for the following purposes (Reddy, 2006):

- To upgrade levels of living through a process: improving knowledge, skills, better understanding of work environment, and world of work;
- To produce trained manpower and to bring about full and optimum development of human resources;
- To cater to the felt needs of all sections of society with particular reference to the needs of less privileged and under-privileged sections;
- To provide ample opportunities to engage in continuing lifelong learning;
- To improve the living conditions of marginalized and deprived sections of society;
- To meet the new challenges emerging everyday in today's world of unprecedented scientific discoveries;
- To realize the unlimited human potential for development in societal, local, national and global contexts;
- To expand the people's intellectual thinking;
- To develop a meaningful understanding of social conditions and social structures;
- To improve occupational proficiencies in order to enhance career development; and
- To create civic awareness and community service.

14.2.2 Scope of Continuing Education

The continuing education programmes and allied activities have a very wide scope. These programmes cover all aspects of life, catering to all sections of society, as well as and the national priority areas such as:

- Education for out-of-school youth;
- Population, health, nutrition, family life and environmental education for the masses;
- Science and technology;
- Professional education in the fields of law, medicine, agriculture, engineering, human relations, etc.
- Special programmes for women, workers, farmers, doctors, engineers and special interest groups.

Continuing education programmes cater to various clientele groups of learners. The clientele groups range from the least advanced to the most advanced in any walk of life. The clientele may be out-of-school youth, school dropouts, educated unemployed, skilled youth, professionals, semi-skilled workers, women's groups, occupational groups, etc. (Reddy, 1991).

14.2.3 Types of Continuing Education Programmes

Unless there are systematic programmes of continuing education for different categories, there is a little scope for a learning society. The following continuing

education programmes are suggestive for different categories of neo-literates whose needs are varied (Reddy, 1997):

- Post-literacy and remedial programmes for neo-literates and semi-literates;
- General basic education programmes for rural and urban communities;
- Developmental types of programmes for workers, parents, housewives, husbands, etc;
- Employment-oriented programmes for unemployed youth;
- Future-oriented programmes for workers, professionals, business leaders, villagers, etc., and
- Basic vocational programmes for rural and urban communities.

1) Post-Literacy and Remedial Programmes

Learners, who have reached a certain level or a grade-equivalent level within a literacy campaign, often fail to proceed beyond that grade, lose skills and knowledge and relapse into illiteracy. Under continuing education, post-literacy and remedial programmes should be organised to stabilise and strengthen the literacy skills of semi-literates and neo-literates. These programmes are aimed at the maintenance of basic literacy, numeracy and computation skills, enabling individuals to function effectively in society.

2) General Basic Education Programmes

Rural people need more general but still basic education programmes. These programmes could be in areas/subjects such as population education, health, the work environment, food production, and storage, farm management, alternative occupations for rural workers. But the urban communities need to be trained in industrial relations and the impact of city life on the home and family.

3) Developmental Types of Programmes

Programmes concerned only with reading, writing and calculating for their own sake have little meaning. Hence, the emphasis is on functional literacy which helps the development of traditional literacy skills, and ensures that such development occurs in areas reflecting socio-economic and cultural needs of the learners. Thus the developmental programmes should build both technical skills and functional knowledge. The development of one aspect adds to the development of the other. These developmental continuing education programmes are aimed at :

- i) Imparting individuals greater capacities as workers, parents, housewives, husbands and community members; and
- ii) Giving individuals opportunities to participate in and learn about their chosen social, cultural, spiritual, health, physical and artistic interests.

4) Employment-Oriented Programmes

The learners who have had some basic literacy, but are unemployed, because they lack sufficient skills for employment, need employment-oriented training. Continuing education programme should be available for such people to acquire the required skills for employment. Hence, employment-oriented programmes should be organised under continuing education for the neo-literate unemployed.

5) Future-Oriented Courses

These programmes endeavour to give new skills, knowledge and techniques to workers, professionals, business leaders, villagers, businessmen and planners, to equip them and their organisations for the growing social and technological changes.

6) Basic Vocational Programmes

These programmes are required for rural and urban communities. These could include carpentry, computer awareness, engine maintenance, plumbing, garment making, food preparation and crafts. Communities need to develop for consultative planning and decision making that involve all categories of citizens; only in this way, a society which is functioning as a learning society can deal with crises and develop alternative strategies.

14.2.4 Methods and Media Used for Continuing Education

Continuing education is a complex, extensive and most varied programme of learning. In order to make continuing education programme more effective, it must be flexible, learner-oriented, diversified in method and content; non-authoritarian and based on learners' needs and interests. All continuing education courses, particularly the courses leading to a degree, diploma or certificate require a lot of independent study activity. However, occasional tutorials, lectures, discussions, study tours etc., are a part of such courses. On the other hand courses, not leading to a degree or certificate, rely on methods such as extension lectures, seminars, conferences, symposia, forums, etc. All continuing education courses i. e., open university courses, correspondence courses, extra-mural studies and other programmes, involve some reading, project work, and independent study (Reddy, 1991).

Continuing education agencies may use a wide range of media and learning resources. Some of these could be particularly suitable for the neo-literates; others may deliberately focus on the development of higher levels of functions and skills. Some of the media as identified by R. H. Dave and his colleagues (1985) were presented in Section-13.2 of the preceding unit, i. e., Unit-13.

14.2.5 Providers of Continuing Education

The delivery of Continuing Education is carried out by a multiplicity of Institutions (Reddy, 2006), which are given below:

- Universities/Higher Education Institutions: Colleges, Evening Colleges, Correspondence Institutions, Adult, Continuing Education and Extension Departments;
- Open Universities/Distance Education Institutions such as National/State Open Universities, State Open Schools and National Institute of Open Schooling (NIOS);
- Government Departments/Agencies like Adult & Continuing Education, Jana Shikshana Sansthan, Mahila Samakhya and Community Politechnics;
- Professional Associations/Organisations- National, State, Local;
- Employers / Employment settings such as Business firms, Social agencies, Hospitals, Hotels, Banks;

- Trade unions - Member education, Sponsored certificate / degree programs;
- Non-Governmental Organisation / Foundations: Profit / business motive, Co-operative self-help groups, Philanthropic, Social organizations;
- Independent / private agencies: Pre-service Training Institutions, In-service Training Institutes; and
- Mass Media Agencies such as Radio, TV, Film, Press, ICTs.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

1) i) Explain the concept and scope of continuing education.

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ii) What are the various types of continuing education programmes?

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iii) Explain the need for continuing education.

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iv) What are the various methods and media used for continuing education?

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v) Who are the providers of continuing education?

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14.3 CONDITIONS NECESSARY FOR THE SUCCESS OF CONTINUING EDUCATION

The following conditions are necessary for the success of any Continuing Education Programme (Reddy, 1997):

- 1) **Literate Society:** Literacy is the basis for continuing education. It is true that unless people are literate they cannot engage in continuing education. Further, the literacy skills achieved at the conclusion of a basic literacy or post-literacy programme are insufficient for meaningful life-long learning, and that more advanced literacy skills need to be developed to make the continuing education phase more effective. Once the advanced literacy skills have been achieved, there must be opportunities for continuing education.
- 2) **Awareness among the Community People:** A lack of awareness is, of course, the reason that continuing education generally has a low priority. Hence, all people in the community need to be made aware that the resources spent on literacy programmes would be wasted, if people do not take advantage of the opportunities afforded by continuing education programmes. Only by increasing awareness of the significance of continuing education in personal and national development can the link between literacy and development be appreciated.
- 3) **Provision of Learning Opportunities for Continuing Education:** In a true learning society, sufficient learning opportunities should be available to all the learners who choose to undertake a range of programmes to meet their personal needs. Hence, systematic learning opportunities should be provided in a continuing education centre to bring maximum gain to the neo-literates.
- 4) **Training of Continuing Educators:** Systematic training of continuing educators is needed with constant coordination between all of the agencies involved. Continuing education, as a newly emerging profession, is to become profoundly important and training in this field must meet the highest standards.
- 5) **Adoption of Suitable Teaching Methods:** It is generally appreciated that adults have different styles of learning from school children and these styles must be catered for using appropriate teaching methodologies. In particular, non-formal learning involves generalised learning, whereas the competencies required by adults are specific to particular situations. The training methods such as self- instruction, group work, role play, simulation, etc., are generally appropriate for adults engaged in continuing education.
- 6) **Integration of Continuing Education with Development:** To make continuing education more effective, these programmes should be integrated with the developmental programmes and institutions, so that the learners of continuing education could utilise the developmental programmes and improve their quality of life.
- 7) **Funding and Resources:** To design and implement different continuing education programmes and implement sufficient funds and resources are needed. Hence, the funds need to be mobilised from the government and non-governmental organisations by submitting systematic proposals for continuing education.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

2) What are the conditions necessary for the success of continuing education?

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14.4 PRESENT STATUS OF CONTINUING EDUCATION PROGRAMME

While Total Literacy Campaigns (TLCs) provide a uniform educational content for all sections of the society, continuing education would contain diverse and alternative programmes which would be suitable for a wide cross-section of the people, such as neo-literates and semi-literates seeking to continue their education, school drop-outs and passouts seeking to achieve equivalence with formal education, other persons in the community seeking to enhance their vocational functional skills, etc. Continuing education programmes would have to be tuned to the felt needs and demands of specific groups of neo-literates, taking into account their local conditions and resources.

National Literacy Mission had launched a scheme of continuing education for non-literates in December 1995 to cater to the continuing education needs of millions of neo-literates emerging from successful completion of literacy campaigns in several districts all over India (DAE, 1995). Continuing education programmes under the scheme are taken up only in those districts which have completed both the TLC and PLC phases and the external evaluation of the TLC has been conducted.

The main objective of the scheme is to institutionalize continuing education for neo-literates and to provide diversified programmes suited to their felt needs. Under this scheme, the Zilla Saksharatha Samithi has been given considerable freedom to develop its own programmes depending upon the prevailing socio-economic conditions, the needs of neo-literates, resources available, etc. Establishment of continuing education centres is the principal mode of implementing the CE programme.

The scheme aims at providing an institutionalised mechanism for continuing education through Continuing Education Centres (CECs) to enable the neo-literates to retain, improve and apply their basic knowledge and skills in fulfilling their needs and aspirations.

The main functions of Continuing Education Centres (CECs)/Nodal Continuing Education (NCECs) are as follows:

- Facilities for library and reading room for creation of an environment conducive to literacy and also for creating a learning society.
- Provision of facilities for retention of literacy skills and continuing education to enable learners to learn beyond basic literacy.
- Creating scope for application of functional literacy for improvement in living conditions and quality of life of the people.
- Imparting literacy skills to residual non-literates, semi-literates, drop-outs, etc.
- Dissemination of information on developmental programmes/schemes by establishing direct linkages between continuing education and development programmes, and also widening the scope for participation of traditionally deprived sections of the society in such programmes.
- Creation of awareness on the issues of national concerns, such as national integration, health and hygiene, conservation and improvement of environment, observation and improvement of environment, observance of the small family norm, etc.
- Improvement in economic conditions and general well-being of people/community by organising short duration training programmes, orientation courses and providing vocational skills.
- Organisation of cultural and recreational activities with effective community participation.

One CEC is set up for a population of 2000 to 2500. For a group of about 10-15 CECs, there is a Nodal CEC which monitors and oversees the activities of a cluster of CECs. Besides organizing the CECs, it also provides the opportunities to undertake diverse activities involving alternative and innovative approaches to cater to the needs of the continuing education learners. Target specific and Local specific activities such as Equivalency Programmes (EPs), Quality of Life Improvement Programmes (QLIPs), Income Generating Programmes (IGPs) and Individual Interest Promotion Programmes (IIPPs) could be organized for the beneficiaries of the programme.

The main functions of the CEC would include organizing a library and a reading room, conducting a learning centre/training centre and an information centre, organizing a 'churha mandal', and cultural/sports activities. The responsibilities of the CEC prarak include organising the CEC in such a way so as to enable diversified learners to utilise the facilities to the maximum; to monitor the neo-literates' progress and arrange a supply of reading materials to keep up with their needs; to organise simple and short-term programmes relating to subjects like health and family welfare, new developments in agriculture and veterinary science, conservation of energy, etc, to help interested learners to join open schools organised by National Open School or State Open School Society. The prarak

also has the responsibility of helping people gain vocational training by promoting linkages with development departments; conduct sports, games, recreational and cultural activities; equip the community with essential knowledge to help them improve their quality of life and to secure the services of various functionaries of other departments at the village level. It is essential that training of continuing educators be maintained with constant co-ordination between all agencies involved in the training programme.

14.4.1 Revised Scheme of Continuing Education

As stated above, NLM started the scheme of Continuing Education in 1995 as a fully funded centrally sponsored scheme. The structure of continuing education programme will be retained and further strengthened and expanded in scope and content (NLM, 2007). The scheme envisages 100 per cent assistance to the States for the first three years of the implementation. The State Governments were required to share 50 per cent of the expenditure during the 4th and 5th year of the project, and thereafter take over the total responsibility for the programme.

As a part of the revamped strategy of the National Literacy Mission during the XIth Plan the continuing education programme will be re-structured and merged with Jan Shiksha Abhiyaan to provide follow-up to the neo literates through library and reading room facilities in the second and third year of the campaign. The panchayati raj institutions would be approached to provide accommodation and other support. Convergence with other development programmes will be attempted to make literacy visibly linked to issues affecting the daily needs of life of a non-literate and aid in enrolment and retention.

Under the revised scheme, a continuing education centre will be set up for a population of 2,000-2,500 so that it caters to the needs of at least 500-1000 neo-literates. A nodal continuing education will be set up for a cluster of 10-15 continuing education centers.

The function of imparting basic literacy and transaction of literacy primers would be continued in the continuing education phase. The activity of teaching-learning for basic literacy would be available not only to dropouts and left-outs but also to new illiterate entrants in the age group 15-35.

The scheme will continue to be implemented by the Zilla Saksharta Samiti headed by the District Collector. However, the Zilla Saksharta Samiti may also be headed by a democratically elected chairman of the Zilla Parishad in states where a full-fledged Panchayati Raj system has been established. The implementing agencies, Voluntary agencies, Mahila Mandals, Panchayati Raj institutions, Nehru Yuvak Kendras, etc., for organizing continuing education centres, or nodal continuing education centres will be identified by the ZSS.

The scheme also envisages convergence with the programmes of Nehru Yuvak Kendras, National Service Scheme, National Service Volunteer Scheme, etc., at the grassroots level. The infrastructure of these institutions will, as far as possible, be utilized to facilitate the functioning of the scheme. (For other details including the patterns of financial assistance to CEC and NCEC, see Unit 1 of Block 2 of Course MAE-002).

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

3) i) Explain the present status of continuing education programme.

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ii) Explain the features of revised scheme of continuing education.

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14.5 AN EMERGING TREND: TOWARDS A LEARNING SOCIETY

Learning is the process of acquiring knowledge. As such, learning may stop at mere acquisition of knowledge or may proceed further toward acquiring newer skills or techniques and beyond. Thus, it is the acquired behaviour which is part and parcel of life — 'a process of living'. In the case of an individual, we can call learning as self-education. By a learning society, we mean existence of reading, writing and numeracy skills among the people. The idea of a learning society was first advanced in a UNESCO Report 'Learning to Be' (Faure, et al., 1972). According to this Report, a learning society is one in which all agencies

of a society are providers of education, not just those whose primary responsibility is education (e. g. schools). For example, while the primary responsibility of a factory is not education but the manufacture of goods, it can and should have an educational role as well. It can provide training for its employees and also can educate the general public about its processes and products, its environmental policies and its societal contributions. Another aspect of a learning society is that all citizens should be engaged in learning, taking full advantage of the opportunities provided by the learning society (UNESCO: PROAP, 1993). Therefore, today the idea of a learning society no longer seems to be an unrealistic ideal but a real possibility and an attainable goal through planned development.

If there exists a genuine learning society, then all its citizens must engage in education right from birth to death – education is lifelong. Purposive, self-planned and self-initiated learning becomes central to the lives of all adults. Each individual sets a series of learning objectives for oneself and then pursues these by all available means through the agencies provided by the learning society.

Two types of enabling factors, which are necessitated for a learning society, can be identified. They are: legal provision and learning environment. The persons who are involved in vocations need lifelong learning with constant updating of acquired knowledge. The prolonged life expectation of individuals is also creating new demands for learning all over the world.

Under legal provision, four kinds of laws/policies can help lifelong learning. They are: First, laws promoting wider access; Second, laws recognizing and promoting forms of education other than formal; Third, laws promoting the integration of different types of education; and Fourth, laws providing the framework for setting up specific structures of lifelong learning.

The second type of enabling factors relate to the learning environment. This may be analyzed at three levels: micro, meso and macro. The micro level refers to the environment closest to the learner: mother and the family. In the pre-industrial society this was the most dominant environment. The meso refers to the school, the community and the workplace, the dominant environment in the pre-knowledge based, industrial society. The macro refers to the societal, national and global contexts in the knowledge based society.

Scientists say that learning starts three weeks after conception during the pre-natal period. Mother's behavior during this period affects the development of the fetus. Use of drugs, smoking and drinking can cause birth defects and other long term harmful effects. The family environment is crucial in providing a foundation for the culture of learning. Although the importance of family is diminishing in modern society, the values of a family vis-à-vis learning are a key in ensuring that the base for lifelong learning is established.

The school environment lays the foundations for the basic learning skills including learning how to learn to facilitate sustainable learning throughout life. The physical, social and cultural environments provided by the school collectively facilitate or obstruct lifelong learning.

The community environment is another important factor influencing lifelong learning. The more diverse learning opportunities that are available in a community, the richer is the environment for learning. Even as self-directed

learning is a key element in lifelong learning, group learning approaches also have a significant role.

The ever changing needs of the workplace make the latter another enabling environment for lifelong learning. At the macro level, the changes in the geo-political order, the emergence of a market friendly society, the development of information and communication technology, the emergence of knowledge based information society and the phenomenon of globalization are calling for improvement in the learning environments, to enable the learner to expand the cognitive, affective and psycho-motor skills acquired during the basic education period.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

4) What is the emerging trend in education around the world?

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14.6 LET US SUM UP

In this unit, we have presented an overview of the concept, scope and types of continuing education. An attempt has also been made to explain the need for continuing education and methods and media used in the context of continuing education. We have also presented the conditions necessary for the success of continuing education and the present status of on-going Continuing Education Scheme. Further, we have explained the emerging trend of education i. e., towards a learning society.

14.7 ANSWERS TO CHECK YOUR PROGRESS

1) i) Continuing Education (CE) by definition is the provision of opportunities for the people to continue their learning. UNESCO: PROAP (1987) has defined continuing education as a ‘broad concept which includes all the learning opportunities all people want or need outside of basic literacy education and primary education’. Continuing education can utilize the non-formal education procedures, but the two are not the same. The non-formal

system is an alternative provision to help educationally deprived adults reach standards that are equivalent to those in the formal sector. But continuing education is a provision for lifelong education to enrich the standard of living. Thus, it is an indispensable aspect of the strategy of human resource development.

The continuing education programmes and allied activities have a very wide scope and cover all aspects of life, catering to all sections of society and the national priority areas such as: education for out-of-school youth; population, health, nutrition, family life and environmental education for the masses; science and technology; professional education in the fields of law, medicine, agriculture, engineering, human relations, etc.; and special programmes for women, workers, farmers, doctors, engineers and special interest groups.

- ii) The various continuing education programmes are: 1. Post-literacy and Remedial programmes for neo-literates and semi-literates; 2. General basic education programmes for rural and urban communities 3. Developmental types of programmes for workers, parents, housewives, husbands, etc.; 4. Employment-oriented programmes for unemployed youth; 5. Future-oriented programmes for workers, professionals, business leaders, villagers, etc., and 6. Basic vocational programmes for rural and urban communities.
- iii) There is a need to learn continuously, throughout life, for the purpose of continuous replenishment of knowledge, for intellectual satisfaction, for personal and professional progress, for gaining experience, and for the effective discharge of civic functions. The purposes of continuing education are: to consolidate and stabilise the skills gained by functional literates; to create scope for application of functional literacy in meeting the day-to-day needs of social intercourse; to disseminate information on developmental programmes; to create awareness about national concerns such as national integration, women's equality, observance of small family norm, etc.; and to organize short-duration training programmes and orientation courses for providing vocational skills for improving productivity and economic conditions of people. Further, continuing education is needed for the following purposes: to upgrade standards of living; to produce trained manpower and to bring about full and optimum development of human resources; and to cater to the felt needs of all sections of society.
- iv) Continuing education is a complex, extensive and most varied programme of learning. It must be flexible, learner-oriented, diversified in method and content, non-authoritarian and based on learners' needs and interests. All the continuing education courses particularly the courses leading to a degree, a diploma or a certificate require a lot of independent study activity. However, occasional tutorials, lectures, discussions, study tours, etc., are part of the course. Whereas the courses not leading to a degree or a certificate rely on methods such as extension lectures, seminars, conferences, symposia, forums, etc. All continuing education courses i.e., open university courses, correspondence courses, extra-mural studies and other programmes, involve some reading, project work, and independent study.

Continuing education agencies may use a wide range of media and learning resources. Some of these could be particularly suitable for neo-literates; others may deliberately focus on the development of higher levels of functions and skills.

- v) The delivery of continuing education is carried out by a multiplicity of Institutions such as Universities/Higher Education Institutions (Colleges, Evening Colleges, Correspondence Institutions, Adult, Continuing Education and Extension Departments); Open Universities/Distance Education (National/State Open Universities, State/ National Open Schools); Government Departments/Agencies (Adult & Continuing Education, Jana Shikshan Sansthan, Mahila Samakhya and Community Politechnics); Professional Associations/Organisations (National, State, Local); Employers / Employment settings (Business firms, social agencies, Hospitals, Hotels, Banks); Trade unions (Member education, sponsored certificate / degree programmes); Non-Governmental Organisations / Foundations (Profit / business motive, Co-operative self-help groups, Philanthropic, Social); Independent/private agencies (Pre-service Training Institutions, In-service Training Institutes); and Mass Media Agencies (Radio, TV, Film, Press, ICTs).
- 2) The conditions necessary for the success of continuing education are: a) Literate Society - literacy is the basis for continuing education. It is true that unless people are literate they cannot engage in continuing education; b) Awareness among the community people should be created so as to make the people aware that they must utilise and apply their literacy skills in further learning; c) Sufficient learning opportunities should be available to all the learners who choose to undertake a range of programmes to meet their personal needs; d) Systematic training of continuing education functionaries is needed with constant coordination amongst all of the agencies involved; e) Adults have different styles of learning from those employed by school children and these styles must be catered for using appropriate teaching methodologies; f) Continuing education programmes should be integrated with the developmental programmes and institutions; g) To design different continuing education programmes, and to implement these programmes, sufficient funds and resources should be made available.
- 3) i) National Literacy Mission had launched a scheme of continuing education for non-literates in 1995 to cater to the continuing education needs of millions of neo-literates emerging from successful completion of literacy campaigns in several districts all over India. The scheme aims at providing an institutionalized mechanism for continuing education through Continuing Education Centers (CECs) to enable the neo-literates to retain, improve and apply their basic knowledge and skills in fulfilling their day-to-day needs and aspirations.

Each CE centre has been set up for a population of about 2500 which may include around 500-1000 neo-literates, drop-outs and pass-outs from primary school and NFE stream. CECs are set up in clusters of 10-15 with one of them being designated as nodal CEC which is headed by a Nodal Prerak. The main functions of the CEC would include organizing a library and a reading room, conducting a learning centre/training centre and an information centre, organizing a 'churha mandal' and cultural/sports activities.

The responsibilities of the CEC prerak include organising the CEC; to monitor the neo-literates' progress and arrange the supply of reading materials; to organize simple and short-term programmes relating to subjects like health and family welfare, new developments in agriculture and

veterinary science, conservation of energy, etc.; to help interested learners to join open schools; to help the people gain vocational training by promoting linkages with development departments; to conduct sports, games, recreational and cultural activities; to equip the community with essential knowledge so as to help them improve their quality of life; and to secure the services of various functionaries of other departments at the village level.

- ii) The continuing education programme will be re-structured and merged with Jan Shiksha Abhiyaan, which is a revamped strategy of the National Literacy Mission during the XIth Plan, to provide follow-up to the neo literates through library and reading room facilities. The panchayati raj institutions would be approached to provide accommodation and other support. Convergence with other development programmes will be attempted.

The scheme will continue to be implemented by the Zilla Saksharta Samiti headed by the District Collector or the elected Chairman of the Zilla Parishad. The implementing agencies such as Voluntary agencies, Mahila Mandals, Panchayati Raj institutions, Nehru Yuvak Kendras, etc., for continuing education centres will be identified by the ZSS. The scheme also envisages convergence with the programmes of Nehru Yuvak Kendras, National Service Scheme, National Service Volunteer Scheme, etc., at the grassroots level.

- 4) By a learning society, we mean existence of reading, writing and numeracy skills among the people. According to UNESCO Report, a learning society is one in which all agencies of a society are providers of education, not just those whose primary responsibility is education (e. g. schools). For example, while the primary responsibility of a factory is not education but the manufacture of goods, it can and should have an educational role as well. It can provide training for its employees and can also educate the general public about its processes and products, its environmental policies and its societal contributions. Another aspect of a learning society is that all citizens should be engaged in learning, taking full advantage of the opportunities provided by the learning society. If there exists a genuine learning society, then all its citizens must engage in education right from birth to death. Each individual sets a series of learning objectives for himself/herself and then pursues these by all available means through the agencies provided by the learning society.

There are two types of enabling factors, which are necessary for a learning society. They are: legal provision and learning environment. Under legal provision, four kinds of laws/policies can help lifelong learning. They are: first, laws promoting wider access; second, laws recognizing and promoting forms of education other than formal; third, laws promoting the integration of different types of education; and fourth, laws providing the framework for setting up specific structures of lifelong learning.

The second type of enabling factors relate to the learning environment. This may be analyzed at three levels: micro, meso and macro. The micro level refers to the environment closest to the learner: mother and the family. The meso refers to the school, the community and the workplace, the dominant environment in the pre-knowledge based, industrial society. The macro refers to the societal, national and global contexts in the knowledge based society.

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UNIT 15 READING MATERIAL FOR NEO-LITERATES AND SEMI-LITERATES

Structure

- 15.0 Introduction
- 15.1 Objectives
- 15.2 Neo-literates and Semi-literates
 - 15.2.1 Categories of Adult Learners
 - 15.2.2 Neo-literate and Semi-literate Adults: Content and Style of their Reading Material
 - 15.2.3 Some Statistics about Adult Learners
- 15.3 Role of Adult Educators in Bridging the Information Gap
 - 15.3.1 Issues of Gender in Literacy Materials
 - 15.3.2 Issues of Language in Literacy Materials
 - 15.3.3 Language and Communication
- 15.4 Writing for Neo-literates
- 15.5 Feedback of Adult Learners on Materials Produced for Adult Learning
- 15.6 Let Us Sum Up
- 15.7 Answers to Check Your Progress
- 15.8 References

15.0 INTRODUCTION

Design of Unit 15 touches upon the special needs of semi-literate and neo-literate adults in relation to 'appropriate' reading material for them. The unit also provides a context to the issues related to creation of reading material for them. Further it will lead you to develop a critical perspective on mainstream reading materials. This Unit thus focuses on the following two main issues.

- a) Issues related to the availability of reading material for neo-literate and semi-literate adults; and
- b) Content and style of the reading material for neo-literate and semi-literate adults.

15.1 OBJECTIVES

It is expected that after reading Unit 15, you will be able to:

- Reflect on your role as an adult educator in the process of creating or developing materials for neo-literate and semi-literate adults;
- Examine existing material available for neo-literate and semi-literate adults; and
- Develop an understanding of the principles of writing for adult readers.

15.2 NEO-LITERATES AND SEMI-LITERATES

Neo-literate is an adult or an adolescent who did not or could not make use of the available educational opportunities on time, and who at a later stage acquired the skills of literacy through formal or non-formal approaches. Majority of neo-literates are economically poor and live in rural areas or urban slums. A large number of adult women who became literate after participating in the Total Literacy Campaigns since the 1990s are neo-literates. Neo-literates have fragile levels of literacy. In the absence of 'appropriate' reading material for them, they can easily relapse into illiteracy.

Semi-literate is that adult or adolescent who has low levels of literacy skills. School drop-outs or those who have studied up to the 5th standard but do not have mastery over the literacy skills constitute this category of learners. Here too the lack of practice for them in reading and writing over time can easily lead to the loss of their literacy skills.

Do it Yourself and for Yourself

What image comes to mind when you think of a neo-literate or a semi-literate person? Write down your ideas in not more than 2-3 minutes.

When this activity was done with a set of students, these were the words that they identified: *ignorant, rural, poor, dirty, superstitious, lazy, lacking in ambition.*

Do any phrases in the list above match with the one's you have written? If they do, read the text below.

It is true that a majority of non-literate or newly literate persons are poor and probably live in rural areas. And many of them will be women. However, the reality is that most people with low levels of literacy have vast experiential knowledge and information on several subjects. The only difference is that this is oral knowledge. Often they are unable to articulate themselves clearly or with confidence.

It is important to understand that poverty, non-availability of schools, or the poor quality of education provided, results in a large proportion of our country's population not having access to schooling and education. Women and girls are often denied access to education. These material and structural causes for illiteracy cannot become the basis for attributing negative traits to newly literate persons. Adopting such an approach would amount to adopting a 'blame the victim' approach. Being aware of and challenging such biases becomes critical for it is our perceptions of the neo-literate and semi-literate that will determine the content, style and language of material that we create for them.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

- 1) In a town or city, who you think are neo-literates or semi-literates? What knowledge or information do they have? Or, would you consider them ignorant?

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15.2.1 Categories of Adult Learners

The Adult and Continuing Education Department of the Government of India has divided adult learners into three categories according to their levels of literacy and numeracy.

- **Level 1** includes those who have the ability to read and write words / sentences using most frequent letters and vowel signs; read and write numbers up to 50; write one's own name.
- **Level II** includes those who have the ability to read and write words and sentences, almost all the letters, all vowel signs and some conjunct letters; read and write numbers and do simple addition and subtraction up to 100; write names of family members and one's address.
- **Level III** includes those who can read and comprehend a small passage (usually text / newspaper headings, road signs, etc; compute simple problems of multiplication and division involving numbers up to 100; apply skills of writing and numeracy in day to day activities. i.e. writing letters, filling forms, etc.

Do it for yourself

- 1) What according to you is the kind of material that neo-literate and semi-literate adults would like to read? Make a list of all such material.
- 2) What is the kind of material that you like to read? You may have more than one favourite, so make a list of everything that you like to read. This list does not refer to material that you read as part of your work, for example teaching-learning material, curricula, primers, etc. In your list include material that you enjoy reading.

What do you find?

- i) Is there a difference in the two lists?
- ii) Is the second list longer than the first?
- iii) Is there more variety in the type of material in the second list?
- iv) Does the first list include reading material that is more functional in nature?

Reflect

If the answer to all or most of the questions is "Yes", there is a need to reflect and understand the divide between "us" and "them". Read on to understand this divide and identify the reasons for its existence.

15.2.2 Neo-literate and Semi-literate Adults: Content and Style of their Reading Material

Material that is specially created for neo and semi-literate readership is usually exceedingly dull, and preaches worthy messages which are deemed necessary (by 'us') for the poor ('them') to help them improve their lives. There is also a tendency to tell readers about the way things 'should' be. Cleanliness, hygiene, family planning, and vaccination are often the part of subject matter of such publications. The image of rural people as being ignorant, dirty and lazy is often reinforced. Women's issues are seldom discussed, and women are almost always portrayed within the stereotyped context of performing household tasks, or being part of the scenery instead of central to the plot itself.

Compare this material with what 'we', the educated, like to read. We are literally spoiled for choice. Far more information is available than we can possibly read and digest. We are curious to hear about news from the wider world and about current events. And we like to read for entertainment novels, romance, thrillers and science fiction; we regard access to enjoyable and useful reading matter as an inalienable right.

Why then should readers in rural areas have such a limited range of reading material available to them? Why is 'their' need different from 'ours'? Why is their right to literacy and education not complemented by an equally important right to regular access to enjoyable and informative reading material? We need to reflect on these questions.

The divide between what adult readers want and what is provided for them, and the underlying notions of 'doing good' and 'bettering people's lives', is reflected in most of the titles of reading material published for neo-literate and semi-literate readers. It is therefore essential to make available to such readers a rich variety of reading material which meets their needs of information and entertainment as well. This means respecting and recognizing the right of adults to learn.

15.2.3 Some Statistics about Adult Learners

The Global Monitoring Report (UNESCO, 2007) highlights the grim situation of education in various countries of South and West Asia. The report states:

"781 million adults (one in five worldwide) lack minimum literacy levels. Two-thirds are women. Literacy rates remain low in South and West Asia... Without concerted efforts to expand adult literacy programmes, by 2015 the global number of adult illiterates will have dropped only by 100 million. Governments must also focus on building literate environments".

The National Readership Study (NRS) is the largest annual study conducted to understand reading habits and availability of reading material in the country. The 2006 NRS data highlights the gap between urban and rural India in terms of availability of reading material. The study data reveals that there are 359 million people who can read and understand one or the other language but do not read any publication. Of this 359 million, 68 per cent read Hindi. It is not just affordability that is a constraint.

The NRS 2006 has – for the first time in India – attempted to capture the topics that interest readers across different strata of society. Apart from News and Politics, Sports is the topic of interest among readers. This is followed by Films and TV Serials. While the level of interest among urban audiences is higher than among rural audiences, urban and rural up-market readers exhibit very similar patterns.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

2) What according to you are the main reasons for neo-literates’ or semi-literates’ inability to read material that is available?. List five reasons.

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15.3 ROLE OF ADULT EDUCATORS IN BRIDGING THE INFORMATION GAP

It is quite clear that the large number of neo-literate and semi literate readers in rural areas have very little access to different sources of information. Libraries, in addition to other resources, form a major source of information. However, libraries in rural areas are not well equipped to cater to the information needs of neo-literate and semi literate readers. Lack of vision and adequate human and financial resources are some of the reasons for the present status of rural libraries. While some efforts have been made by NGOs in recent years to start libraries in rural areas, these efforts are very limited and inadequate. In several places reading material is provided only once in the year. Most publications available address issues of health, child care, fertility control and employment. Few efforts are made to encourage and develop a culture of reading. Women rarely access reading material in libraries. In most places it is only men and boys who visit libraries regularly.

The role of adult educators and those working on issues of education is extremely critical in bridging this information gap. Efforts need to be made to provide informative and interesting reading material to neo-literate and semi-literate readers. With this background, it is also important to look at the issue of gender in relation to reading material for readers with low levels of literacy.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

- 3) What do you understand by gender? How do you come across gender issues in your work as an adult educator? Write three gender sensitive points that you keep in mind while writing any material for neo literates.

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15.3.1 Issues of Gender in Literacy Materials

Before looking at gender in materials, it is necessary to look at and question our own understanding of this issue.

Box 15.1: What is Gender?

- Gender is a socio-cultural concept. It varies greatly across contexts. Gender roles are specific to societies, and are fluid and constantly changing.
- Gender relations give the impression that they are permanent and based on naturally drawn sexually different roles. However, their main aim is to establish and maintain social order. In the process they have created unequal power relations between men and women and have denied women equity in matters of rights / space / freedom / choices.

Critical aspects of gender are that:

- It assigns different and unequal roles and attributes of “masculine” and “feminine” to men and women.
- In practice, it categorizes these ‘masculine’ and ‘feminine’ roles and attributes as ‘natural’ differences, this makes unequal relations seem normal.
- Gender is revealed to be a construction, rather than a given, if we shift the perspective from gender as difference to gender as concretely experienced dominance, then gender changes from what seems normal to what calls for questioning.
- Gender relations are not static; they vary across cultures and time. They are dynamic and recreate new ways in which masculinity and femininity are constructed and communicated in a particular context or period.

- Since gender is an evolving concept it is open to re-examination and change. Gender relations are not sacrosanct, in fact existing gender relations need to be questioned.

As people involved in the area of adult education, we come across gender relations in our own lives. In our work, at educational institutions, schools, etc we witness gender at play. This is also true for materials – textbooks, magazines, newsletters, teaching-learning material, etc. Therefore, it is extremely important for us to analyze material, including visuals, keeping in view certain points from a gender perspective.

- Gender does not mean a mere inclusion of women in materials. Illustrations that include women or articles / stories / chapters with women cannot address the issue of gender in materials.
- Often material reinforces and strengthens existing stereotypes. The manner in which men and women are represented, roles assigned, norms followed, needs to be questioned in order to address the issue of gender in materials.
- Gender does not work in isolation. It is closely linked to other issues of caste, class, religion, rural-urban backgrounds and other identities.
- Role reversals need to be avoided. Stories, articles and images showing girls going to school, boys drawing water from wells or women in the public domain and men doing household work are too simplistic in nature. These do not enable readers to question the complex nature of gender relations.

While reading publications – mainstream or those developed by NGOs — you need to remember to analyze these from a gender perspective. Similarly, while watching plays, films, television programmes, look out for gender stereotypes or places where gender norms have been questioned or challenged. This analysis should also inform our writing.

Box 15.2: Gender Depiction in Illustrations

Illustrations in books tend to:

- Represent problematic situations — example a situation of gender discrimination where a girl is shown doing house work and a boy is going to school.
- Represent an ideal situation — example, an illustration might have women working in the factory and men drawing water from well.

However, if you put on your gender lenses, you will see that both illustrations are problematic.

In the first example boys and girls are shown in stereotypical roles, girls/ women are mainly passive and they are not in decision making roles. In the second example there is a simplistic role reversal and an ideal situation is presented without actually questioning other issues such as control over resources and power.

Illustrations tell us a lot about the perspective of the writers of the book. Division of labour and roles according to the biological sex of a person need to be questioned, not reinforced. The illustrations make these differences seen as natural and normal. This does not enable the learner to reflect, analyze and question the issues from a perspective that is sensitive to gender. While positive examples should be presented, they should be placed in a certain context that also highlights reality.

Do it Yourself and Reflect

Select a story that includes some women characters and read it once just like that and read it again with your gender lenses on.

Where do you see gender in the story? What are the words used to describe the gender roles and gender-based division of labour in everyday activities? Is the difference in these words only a matter of language or is language also biased in terms of gender? Reflect upon the above questions and write your response to them.

Some Tips for Further Reflection

- 1) In order to write articles and stories for adults, make list of the places from where you are likely to get information.
- 2) How many places do you have on your list?

It is possible to collect information from a range of sources. These include primary as well as secondary sources of information. Primary sources could include – schools, hospitals, education and health centres, offices in the area (government, non- government), railway station, bus-stands, panchayat offices, events in the area, shops, public places, markets, etc. Local people can also provide information on local history, events, and incidents and could also be a source of information for old stories and culture. Secondary sources would include – newspapers, books, magazines, NGO publications and other publications. Libraries, internet, encyclopedia and reference books also provide us information on a range of issues.

It is important to authenticate the source from where we are accessing information. On the one hand it is important to distinguish between ‘fact’ and ‘fiction’, what gets told as news may not necessarily be true, so it is important for us to collect facts from a range of people and use these as the basis for writing. On the other hand, it is also important to check information that we access from secondary sources. Websites, publications should have references for the information provided. Wrong information or presentations of facts that have not been authenticated will lead us to providing incorrect information to readers.

Do and Assess Yourself

Select a paragraph from an article in Hindi or the local language (Gujarati, Marathi, Oriya, Tamil, Telugu, etc) from a newspaper and read each sentence and circle the words that are not part of your everyday language.

How many circles do you have in the paragraph? Can you think of simpler words for the words that you have circled?

Reflect

It is important to be sensitive to the needs of neo-literates and semi-literates, in terms of the language used. It requires a conscious effort to write in a way that is appropriate for this readership. All our formal school education has rewarded writing in ways (for instance in formalized Hindi) which neither allows us to express ourselves in an uninhibited way or is the style easy or enjoyable for those who are reading.

15.3.2 Issues of Language in Literacy Materials

While writing it is important to write in the way that we speak and use 'bol chaal ki bhashaa' i. e. colloquial language. For example, while writing in Hindi, we should avoid formal and difficult words as Hindi is not the language of self-expression and communication in most 'Hindi speaking states'. Mainstream Hindi is also an iconic symbol of power and the powerful. While a wide range of reading material in Hindi is available, it is usually written in a style that is incomprehensible and intimidating. Stories, poems and other literature are not available to a large number of adult readers with low levels of literacy as the language used is too formal and difficult.

Do and Reflect

Ask five people you know to list the languages that they can speak, read or understand. Make a list of these and reflect on the following.

- How many languages are there in your list?
- According to you, how many of these are, in fact, languages?
- How would you classify the remaining?
- On what basis have you made this distinction?

Very often we do not give enough importance to certain languages. There is a distinction made between 'language' and 'dialect', and languages are given more importance than dialects. Dialects are often referred to as 'dehati bhasha', there is a connotation of it being 'separate' and 'lower'. What we need to question is whether this distinction between language and dialect is real or a politically created division.

To understand this we need to first question our own understanding of language. The following definitions of 'language' are considered significant by most people.

- It is a medium of expression.
- It implies listening, explaining and understanding.
- It involves thinking. We 'think' in language.
- Language is a source of identity. It plays an important role in making us feel 'same' or 'different'.
- It is also a medium for the creation of an image.
- It is a source of motivation for some.
- It is a means of bringing people together by binding them with a sense of belongingness. However, this also happens only if there is sensitivity in the language and the way that it is used.
- Just as a language can bring people together, it can also be a medium of discrimination.

15.3.3 Language and Communication

One of the functions of language is communication - speaking, listening, and understanding each other. While listening it is also important to be able to comprehend. Interpretation of language plays an important role in communication. It is necessary that not only one point-of-view gets heard, and that all parties get

a voice in any discourse. Effective communication is achieved by presenting different sets of ideas, and the analysis skills to look at them critically. We are mere facilitators to help people, we cannot impose ideas; change normally takes a lot more time and discussion. The use of language and of folk media is critical. Music - the tone, music beats, words - is associated with people's lives so they like it more than serious songs - e. g. Baul music of Bengal, Nachari of Mithila, etc.

The politics of language: Language is also not static. We add our values and view points to every image. This is what language also does. Every generation adds new words, new perspectives, new thoughts, etc, to an existing language. The synthesis of the words used for Dalits over a period of time illustrates this point very clearly. The educationist and reformer Jyotiba Phule spoke of education for the 'ati-Shudra' and writers like Munshi Premchand, Mahadevi Varma, etc, used the word 'chamar'. Some people may consider the use of such language insulting for the marginalised community. Others have used it purposely to make a point. Gandhiji changed the language and made a political statement by referring to the Dalits as Harijan - 'Hari' refers to 'god' and 'jan' refers to the fact that 'all are equal'. B. R. Ambedkar renamed the Harijans as 'Dalit'. Dalit is a political word that indicates the real situation - it has the connotation of oppression as well as the pride of a separate identity - unlike Harijan, which is still accepting the caste structure and is ignoring the reality. Thus, we see the movement in the use of language in Shudra → Harijan → Dalit, depending on the politics of language at different points of time.

It is also extremely important that we recognise the richness and diversity of language in varying cultural contexts. For instance, among women in Banda district of UP, there is rich vocabulary of Bundelkhandi words that are used to describe an ear-ring, whereas in Hindi there may be only two or three words.

There is a power play among languages. Hindi has emerged as a powerful language among all Indian languages. We often speak of other languages that we use as an afterthought. This shows how languages other than Hindi (in North India especially) face inhibition in public forums, where they may be considered inferior and 'dehati' in comparison with a mainstream language. People from marginalised communities do not speak with confidence in public spaces because they feel inhibited.

The other important aspect in the politics of language is the script. The question is - is it important for a language to have a script in order to be recognized? Is it possible for a single language to be written in different scripts? Is it possible to write numerous languages in a single script?

As we develop an understanding on language and power, it is important for us to keep the following issues in mind while writing:

- It is possible and desirable to write in the local language(s) while writing for adults. Since people's life worlds, experiences and imagery are best expressed in the local language, using this can be a powerful means of communication.
- Language, both written and oral, constructs, defines and represents our reality. Language is political and there are clear hierarchies. Written languages are

considered high on the evolutionary ladder, oral languages are considered mere dialects. There is a need to question and challenge this belief.

- Written material often gives out the message that marginalised communities need to be 'civilized'. This needs to be critiqued. Our language and writing should not reinforce these stereotypes.
- It is correct to say that the less 'pure' a language is, the more beautiful and richer it is.
- Grammar is the mere 'making meaning' out of the language construction that society makes. Grammar does not determine what meaningful language is and what is not.
- While writing in the local language, there is always a concern, which language to use? One should always use the language that is understood by the majority and not what is described as 'pure' language.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

- 4) How would you decide the language of your publication? In case you choose an oral language, how would you write in the publication?

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15.4 WRITING FOR NEO-LITERATES

Writing for neo-literates requires a thorough preparation on the part of the writers or those who produce the materials for neo-literates.

Preparation: Before producing material for neo literates and people with low levels of literacy it is important that we have:

- A clear idea of the target audience and their levels of literacy
- Clarity on objectives of the type of material being produced - for example, curriculum, teaching- learning material, direct reading material like a magazine or a newsletter, etc.

- Understand the needs of our target audience so that there is no information overload or lack of data.
- Decide on the language in which the publication will be produced. This should be based on an assessment of the language(s) understood by the majority of readers.
- If possible read and analyse existing publications available for the target audience to have clarity on their needs.
- Field test written material in order to get feedback from readers on its content, language and style. Feedback should be incorporated in the final version of material being produced.

Writing: While writing the material considering the following points will make the writing more effective:

- Writing needs to have a peg. Articles written around events, incidents and issues that are topical are easy to relate to, even if they are outside the immediate concern of readers.
- Articles should not be written in an essay style.
- Writing needs to be simple, not simplistic. Complex issues should be kept alive.
- Struggles, contradictions, dilemmas should be kept alive while writing.
- The content should be diverse. A publication (magazine, newspaper or newsletter) should include news, information, stories, articles on everyday things, popular history, culture and entertainment.
- Avoid using explicit definitions when introducing new words. Instead, weave the definition of the word, concept or idea around a sentence.
- Articles need to raise questions without telling people how things should be.
- Articles need to provide new information, but there should not be an information overload. Use statistics and data judiciously. Percentages and ratios need to be explained.
- Use short paragraphs and link each paragraph to the previous one.
- The beginning of each article needs to be interesting. It needs to highlight the seriousness of the issue or provide new information. Long introductions are never effective.
- While raising questions during writing, do not leave too many questions unanswered.
- Do not give messages or morals at the end of articles or stories.
- Headings should be interesting, appropriate and creative. Catchy headings generate interest. Use sub-headings for providing more clarity.
- It is better if the sentences do not have more than 14-20 words and one page does not have more than 270-300 words. The point size of the text (for Hindi text if using Kruti fonts) should be between 18-20 and the leading should be 22.

- Use illustrations and photographs in articles and stories. Illustrations should not be alien to the readers and their context. They should not reinforce stereotypes. Photographs should be clear and of good quality.
- Use at least one big or two medium sized visuals on each page.
- Do not place visuals in square or rectangular boxes. Text can be wrapped around visuals or even super-imposed.
- Use good quality paper for printing. You may not use expensive or glossy paper, but use paper that prints well and that also enables you to print good quality photographs and visuals.
- Use colour selectively.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

5) Are the following statements correct or incorrect?

i) Since the neo-literates do not have specially prepared reading material available for them, they would be interested in reading anything that is provided to them.

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ii) It is important to have a balance of serious issues and lighter, entertaining pieces in a publication for neo-literates.

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iii) Since we will be engaged in the task of producing publications for rural readers, cheap, subsidised paper that is not good in quality can be used. After all they may not have seen good quality paper ever in a reading material.

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iv) Visuals and photographs make the publication attractive and provide relief to readers from the heaviness of text.

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15.5 FEEDBACK OF ADULT LEARNERS ON MATERIALS PRODUCED FOR ADULT LEARNING

Writing articles for neo-literate and semi-literate adults is a specialized task. As we have seen issues of perspective, language and style become very important while writing for this constituency. At the same time it is important for us to understand the needs of readers and to get feedback from them. The information we get back from readers enables us to understand them and their needs better and to modify our writing accordingly.

Feedback can be sought in various ways. In feedback sessions we can:

- Ask readers to read the article/story whilst we take note of where they are stopping to see what they find difficult and what they are comfortable with.
- Ask readers to do a ranking of items that they liked after giving them a range of pieces to read.
- Divide readers into small groups and ask one group to read and explain to the other group the meaning of a particular article or story.
- Conduct a debate on an issue from an article between two groups of readers. The arguments that they use will be an indication of what the article / writing has communicated.
- Design a questionnaire to ask readers what they liked and disliked about a publication and what suggestions they could make for improving it. However, there is a danger here that readers will only tell us what they think we want to hear. It may be difficult to evoke spontaneous responses from them.
- Conduct in-depth interviews to understand readers' reading habits, time spent on reading, what they like, what they enjoy and what they find difficult.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

- 6) Why is feedback important? How would you get feedback from a group of learners with multiple levels of literacy?

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15.6 LET US SUM UP

We have reached the end of Unit 15. The Unit may have helped you as an adult educator to explore your own perceptions of neo-literate and semi-literate readers. The way in which these readers have been constructed was questioned in the Unit. Adults with low levels of literacy are neither children, nor are they ignorant. Being aware of this will help us determine the nature and content of our publications for them.

As adults who have a rich life experience, just like all of us, it is also important to provide neo-literate and semi-literate readers access to a wide range of information and also entertainment. We have seen that material that has limited content will not sustain the interest of readers. Therefore, from current affairs to stories, jokes and humorous pieces — the content needs to be rich and diverse.

Gender and language are not just conceptual ideas, but issues that are very significant and integral to material being produced. We have seen that gender issues cannot be addressed by just including women and girls in what we write. It is important for us to analyse everything from a gender perspective. Again, gender is closely linked to other social issues and identities, and therefore cannot be addressed in isolation.

Language of material being produced not only needs to be simple, but there is also a conscious effort required to write in a way that is appropriate for this readership. Issues of local and 'mainstream' language also need to be challenged and addressed in our publications. Writing in the local language(s) gives material a distinct identity and generates greater interest among readers.

It is important for us to prepare ourselves before producing material. Understanding our target audience, their needs and strengths and limitations of existing material will be useful steps. Language, sentence length, word length and formats will make our material effective and attractive for readers. Lastly, feedback will deepen our understanding of readership and will help us make appropriate changes in our material. All these are essential factors that will make our material popular and will help us meet our objectives.

15.7 ANSWERS TO CHECK YOUR PROGRESS

- 1) In a city or town neo-literates and semi-literates could include: domestic help, gardeners, drivers, plumbers, electricians, mechanics, hawkers, security guards, etc.

In towns and villages, besides some of the above, farmers, tailors, petty shopkeepers, daily wage earners, women and even NGO activists could be part of this category.

None of the above can be considered ignorant. They have information, skills and knowledge on a range of issues, including specialized activities. While some of them may have basic literacy and numeracy skills, their knowledge of calculations, weights, measures may be sharp and precise.

- 2) The main reasons for the inability of readers with low levels of literacy in reading material are:

- non availability of reading material,
 - absence of material that is interesting and that does not tell readers about the way things should be,
 - limited subject matter of publications where only development messages are provided,
 - difficult language and style,
 - lack of entertainment.
- 3) Gender exists everywhere. In our everyday lives, whatever we do in our families, in schools and colleges, on the road, in our interactions with people, in our work- everything is informed by our understanding of gender.

While writing a piece, the three main things to keep in mind would be:

- Gender is not equivalent to woman. The mere inclusion of women or girls does not mean adding a gender perspective to writing.
 - Gender is integrated with other social issues. Therefore while writing we cannot just write about the situation of a woman without analyzing other issues that maybe part of her identity – example, her caste or religious identity and how that is linked to her identity as a woman.
 - Struggles and negotiations will make the writing richer, they should be kept alive. Success story models where change seems to take place overnight, should be avoided.
- 4) In order to choose the language, we should look at the language spoken or understood by the majority in the area. This may not be the mainstream or standard language, but a language that may not have got recognition or may be an oral language.

In order to write in this language, you can choose any script. But you will have to write and standardize spellings in order to use them regularly in your publication.

- 5) i) Incorrect. It is very important to provide ‘appropriate’ reading material to people with low levels of literacy. Neo-literates and semi-literates are a very specialized constituency. Providing just anything will not sustain their interest in reading.
- ii) Correct. Just as we like to read material that provides us information, and is entertaining, neo-literates and semi-literates also like to read a balance of serious issues as well as lighter pieces.
- iii) Incorrect. Publications printed on good quality paper will attract readers, retain their interest in reading and will help them store the publication for longer.
- iv) Correct. For neo-literates and semi literates, visuals and photos are very important and should be included in all publications.
- 6) Yes, feedback from readers is extremely important. It will enable us to understand the learner and his/her needs better. At the same time we will be able to incorporate changes in our publications, based on the feedback, and thereby make them more effective and interesting for our target audience.

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UNIT 16 ROLE OF LIBRARIES IN POST-LITERACY AND CONTINUING EDUCATION

Structure

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- 16.1 Objectives
- 16.2 Inter-relationship between Libraries and Adult Continuing Education
- 16.3 Roles and Services of Libraries in Promoting Post-literacy and Continuing Education
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16.0 INTRODUCTION

In Unit-1 of this Course, i. e. MAE-002, you have studied current policy and programmes of adult education touching upon the main features of continuing education with emphasis on roles of Preraks, Assistant Preraks and Nodal Preraks, along with the budget and norms of funding for the Continuing Education Centres and the various programmes. In Unit-13 of this Course you have learnt about the concept, purposes, approaches and place of post-literacy and continuing education in the overall context of lifelong education. In Unit -14, we have discussed the scope, types and providers of continuing education at different levels along with the relevant schemes, their status and the conditions necessary for the success of continuing education. Thus, we observe that if adult continuing education is properly conceived and institutionalized, it can enhance the productivity of adults, the value of their decisions in different walks of life, and their quality of life. For adult learners at the lower levels, the quality of efforts right from provision of basic literacy to post-literacy to continuing education determines the efficiency of their participation in functions and activities related to their life, work and development. In this context, adult educators' endeavour must be to enable the adult learners to not only retain their existing literacy skills, but also promote in them new skills, knowledge, habits, attitudes and practices for effective performance of their functions. The library, as an agency of adult education, can provide varied services to adults to promote their post-literacy and continuing education. For this purpose, library needs to expand its roles and services through various strategies that can promote and sustain the symbiotic relationship between

the libraries and post-literacy and continuing education centres for realising their common goals and objectives. Therefore, in this Unit our discussion will centre around all these issues and aspects of libraries vis-a-vis promotion of post-literacy and continuing education.

16.1 OBJECTIVES

After going through this Unit, it is expected that you will be able to:

- Understand the interrelationship between the libraries and adult education (literacy, post-literacy and continuing education);
- Appreciate the need, significance and role of libraries in promotion of post-literacy and continuing education;
- Recognise the magnitude of services that the libraries can provide in promoting post-literacy and continuing education;
- Appreciate the need for sustainable library strategies for promoting post-literacy and continuing education; and
- Understand the need and significance of networking for knowledge and information management.

16.2 INTER-RELATIONSHIP BETWEEN LIBRARIES AND ADULT CONTINUING EDUCATION

While the importance of library service has been recognised for higher education and research, the same consciousness is not visible for general and mass education in all parts of the country. We have, on one hand, the developed university and college libraries, science and research libraries and, on the other, inadequate and underdeveloped school, rural and public libraries at the grassroots level. In fact, it is the latter sector which has greater relevance to post-literacy, continuing education and training of the masses. A public library, in simple terms, is a library which is maintained wholly out of public funds for providing free service to people regardless of race, colour, creed, age, sex, religion, language, status of educational attainment, etc. The significance of the public library service has been aptly highlighted by UNESCO in its Manifesto (quoted in Barua, 1996, p.44): “The public library is a practical demonstration of democracy’s faith in universal education as a continuous and lifelong process in the application of the achievement of humanity in knowledge and culture.” Public library has, thus, been visualised as an institution for promoting lifelong and continuing education in two ways. Firstly, it is expected to support not only formal education but also non-formal and general education of people. Secondly, it is to serve as a centre for storing, retrieval and dissemination of information and knowledge.

The functions of libraries and adult education are complementary and supplementary to each other as both aim at bringing the benefits of education to the public or masses. Thus, adult education and library services, with their symbiotic relationship, have identity of aims or unity of purpose, i. e. promotion of lifelong and continuing education. While adult education is dynamic in nature and purpose, library is more stable agency and yet can instruct, inform and mould minds and lives of people with its dynamic approaches, latest data and information. In addition, library makes accessible the stories of great human

beings, human aspirations, thoughts, ideas, expressions of creative imagination, achievements, etc recorded in books and allied materials. The library, if equipped properly with suitable resources and made accessible to semi-literate, neo-literate, literate and self-learning adults, can undoubtedly be the best agency of adult education including post-literacy and continuing education, because all adults often turn mainly to a library for their knowledge, information, instruction, consultation, recreation, self-development, self-actualisation, etc.

The integral connection between public libraries and adult education was recognised at the international level as early as 1949 when delegates from 29 countries met in Denmark at the International Conference on Adult Education and passed the following resolution, among others. "The Conference records its recognition of the essential contribution of Museum and Public Libraries to Adult Education. Appropriate to the circumstances of each Member-State, the Conference supports UNESCO's Proclamation that the Public Library is a living force for popular education, culture and information, and recommends its consideration and so far as possible, its adoption in Member-states, as a basis of policy" (quoted in Venkatappaiah, 1996, p.118). It is, therefore, essential that the existing public libraries of various categories are enriched, expanded, developed and reorganised to take up the work of adult education by storing all kinds of books and non-book materials and by giving timely and useful information to adults about social, educational, cultural and economic initiatives and activities of the Government and other agencies. Though library extension work aims at extension of its normal work, it must include adult education activities as well. Of course, the problem of training of library staff/personnel for adult education activities and vice-versa is a challenging task which can be accomplished with mutual co-operation and coordination between both the agencies.

An effective public library system could go a long way in meeting the growing educational needs of adults. Though a Model Public Libraries Bill was circulated by the Centre among the States, only a few States have so far adopted and enforced library legislation, viz. Tamil Nadu (1948), Andhra Pradesh (1960), Karnataka (1965), Maharashtra (1967), while certain States who have legislated on the bill, but they have not yet enforced it. Considering reading habits of people, among other factors, we may say that Tamil Nadu, Andhra Pradesh, Karnataka, Kerala, Maharashtra, Gujarat and West Bengal are more advanced in public library service than other states, leaving aside the Union Territories of Delhi, Chandigarh and Pondicherry (Barua, 1996, pp.45-46). It is high time that all States in India adopt and implement the public library legislation aimed at meeting the growing needs of the emerging class of literates, neo-literates and other adults.

Grassroots libraries and community resource centers are recommended as an integral component of Literacy and Non-Formal Education programmes. These locations offer opportunities for adult learners to continue learning on their own after programme completion, and they help to maintain a literate environment so that literacy skills acquired do not diminish over time. These libraries and community centers may also demonstrate and provide access to new information and communication technologies (<http://www1.worldbank.org/education/adultoutreach/policy.teachings.asp>). The Government of independent India has recognised the importance of libraries in promoting post-literacy and continuing education of adults and made an attempt to establish libraries at the grassroots. During the First Five Year Plan period, i.e. in early 1950s, some

efforts were made to establish libraries as a part of Community Development Projects, where a provision was made in the schematic budget of each development block for social education under which old libraries could be supported or new libraries could be set up. A number of libraries were set up under this provision and they served a useful purpose. In most of the States the Social Education Workers looked after the task of circulating books and were expected to manage small circulating libraries, and the village level workers were to distribute books to the participating adults. Unfortunately, with the diffusion of social education programmes and abolition of posts of Social Education Workers in many States, the programme of establishing libraries and providing library services to the community received a major setback.

The Mohan Sinha Committee on Literacy Among Industrial Workers, in its report submitted in 1964 said that the cheapest and most effective, and even otherwise the most desirable, method of providing the neo-literate adults to keep their literacy skills in working condition is the public library system. The whole scheme of literacy hinges on a well-organised library (See Sachdeva, 1996, p.38. Also see Shah, 1999, pp.79-87). Subsequently, other Five Year Plans, Annual Plans, and a number of other policy documents, reports of relevant committees on adult education, etc. also emphasised the need and significance of libraries in promoting post-literacy and continuing education of adults. A few such specific documents are: National Adult Education Programme (Government of India, 1978); Report of the National Board of Adult Education's Committee on Post-literacy and Follow-up Programme (1979); Report of the Review Committee on the National Adult Education Programme (1980); Adult Education and Extension through Universities/Colleges: Report of the UGC Working Group on Point No.16 of the 20 Point Programme of the Government of India (1983); National Policy of Education (Government of India, 1986a), National Policy of Education: Programme of Action (Government of India, 1986b), University System and Extension as the Third Dimension: Report of the Review Committee (UGC, 1987); National Literacy Mission (Government of India, 1988); Report of National Development Council Committee on Literacy (1993); Report of the Expert Group on Evaluation of Literacy Campaign in India (1994). It is difficult to understand why the Governments have failed to take cognizance of these facts as well as the recommendations reiterated in the reports of various committees appointed by the Government itself in revising and implementing their own policies and to strengthen libraries for post-literacy and continuing education of adults.

While the Government's efforts were as stated above, there have also been many private initiatives taken up for establishment of private libraries in India in the past. For instance, (See Sachdeva, *ibid*, pp.34-35) the establishment of libraries dates back to 1835 when the first library was set up in Calcutta from private sources. In Kerala, the library movement was started by a voluntary organisation called 'Kerala Granthasala Sangham' (KGS) which established over 4000 libraries all over the State particularly in rural areas. Kerala on an average has one library for a population of 3000. Fifty percent of libraries have their own buildings which were built with the initiative of local people. The KGS also started a functional literacy project in 1971. The librarians provided accommodation for the classes and other facilities for adults. Karnataka State Adult Education Council, Mysore has also done appreciable work in establishing libraries in different parts of the State. It had established over 3000 rural libraries, 44 circle libraries and 12 central libraries. The experiments of Literacy House, Lucknow in the field of

rural library services also deserve a mention. These rural libraries are linked with adult education centres to prevent relapse of neo-literates into illiteracy. In spite of such efforts in the past, our adult education (including post-literacy and continuing education) programmes could not get adequate backing of a good library system. Also, much was left to be desired with regard to the level and quality of literacy acquired by the neo-literates. If the adult education programmes are backed by a network of libraries at the grassroots level, their results will be more impressive and long lasting.

In spite of such government and private efforts, unfortunately till date no viable and stable structures of PL and CE with adequate library, reading room and other facilities could be established uniformly all over India catering to the emerging class of adults in all villages, semi-urban and urban areas. However, after a long gap of two decades of setback received with abolition of the post of Social Education Workers in 1960s, starting of Jana Shikshan Nilayams with a provision for a Prerak to each JSN during 1980s, and the recent Scheme of Continuing Education Centres rekindled the hope for institutionalisation of continuing education. The efforts of the Ninth (1997-2002), Tenth (2002-07) and Eleventh (2007-12) Five Year Plans (See <http://www.planningcommission.nic.in/...> & http://www.nlm.nic.in/revamped_programme_for_impacting.html) with some consistency of emphasis on establishment and revamping of Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCECs) providing for a reading room, library, audio-visual material and other infrastructural facilities, generates growing hope for institutionalization of post-literacy and continuing education at the grassroots level.

In the context of the emerging new class of adult learners, the establishment of the public and private libraries, particularly those with free, open and flexible access, assume greater significance in promoting their post-literacy and continuing education. Further, it is only through a wide network of grassroots libraries with their expanded roles and functions and innovative approaches to the content, mode and process of adult education, the challenges of access, equality and quality of post-literacy and continuing education to diverse groups of adults can be addressed effectively. And, we as adult educators must also draw lessons from such efforts and play our due role in promoting such a system for the benefit of the entire community in general and its neo-literates and other adults in particular. It calls for mutual assistance, co-operation and co-ordination between writers, publishers, adult educationists, staff and field functionaries of adult education centres/institutions and libraries to realise their common goals and objectives. We will discuss all these aspects in the section below.

16.3 ROLES AND SERVICES OF LIBRARIES IN PROMOTING POST-LITERACY AND CONTINUING EDUCATION

Before we discuss the role of libraries, let us take a brief look at the scope and objectives of post-literacy and continuing education. As discussed above, it is an internationally acknowledged fact that there is a need for institutionalisation of post-literacy and continuing education for reaping the benefits of literacy and adult education programmes. The total eradication of illiteracy and the need to sustain and consolidate a literate environment is the primary focus of post-literacy and continuing education. But, it should not be narrowly conceptualised as the

provision of only written materials for new literates who had previously undertaken a specific literacy programme.

According to UNESCO Institute for Education, (1984, quoted in <http://springerlink.com/content/p2512022637751qh/>) post-literacy and continuing education takes into account the sum total of measures and actions taken to enable the new literates to practice their skills and widen the knowledge they had gained in the preceding phase. Likewise, it entails a continuous process of improvement and greater mastery of personal environments. This process involves the new literates, young people and other adults seeking self-advancement in various fields, both academic and practical. According to it the broad goal of post-literacy and continuing education may be translated into the objectives of remediation, continuation, application and communication.

- *Remediation* aims at providing an alternative system of educational advancement for new literates, young people and other adults.
- *Continuation* is designed to ensure retention of acquired literacy and other skills and the creation of an alternate environment through rural libraries, rural newspapers, radio and cinema programmes, etc.
- *Application* attempts to improve the adults' knowledge, skills and understanding related to their language, occupation, environment, economy, growth and development, and so on.
- *Communication* develops adults' democratic and co-operative endeavours, leadership skills and attitudes and increases their knowledge about the country's history, culture, polity, etc as well as a wider conception of the world and international affairs.

Strategies for learning: Learning environment and the choice of communication means need to be planned and organised according to people's needs and opportunity costs.

Libraries can play an effective role in realising such objectives of post-literacy and continuing education.

16.3.1 Roles

We have understood that literacy and continuing education are not the exclusive jurisdiction of adult education institutions alone and the library has its roles to play in it. Literacy is just the essential means for equipping a person to continue to learn throughout his/her life and the sophisticated components of adult education such as continuing learning, compensatory learning and learning for development can be effectively taken care of by the libraries. We need to specifically identify roles that a library can play in adult education in the Indian context. According to Joshi (1996, pp.64-65) library service has three distinct roles in the field of adult education. *First*, as a supplementary aid to other agencies. *Second*, as an independent agency. *Third*, as a stimulating and motivating force taking a leadership role.

In this context the experiences of Delhi Public Library provide many rich lessons and present a panoramic picture of the roles that a public library can play in post-literacy and continuing education of adults. See the Box 16.1 for certain interesting experiences of Delhi Public Library.

Box 16.1: Delhi Public Library (DPL)

Delhi Public Library was sponsored jointly by UNESCO and the Government of India, Ministry of Education in 1951 as the first international public library pilot project to demonstrate the potential of a public library service in continuing education. Never before had an international organisation and a national Government cooperated in setting up of a public library, which hitherto was the preserve of a local government (municipalities and rural counties). Its stimulating influence was intended to permeate the entire developing world and spawn similar projects in other regions and countries as paragons. As a successful paradigm in Asia, two similar projects were established, one for Africa in East Nigeria and another for Latin America in Columbia. The nature and scope of services of the three projects were defined in the UNESCO Public Library Manifesto, which inter alia laid down that a modern public library should function as a dynamic institution for promotion of adult education for all classes of users, and not merely as a passive storehouse of books. It should provide reading material for the new reading public as well, which comprised new literates and school dropouts.

Never in the past, had a public library acted in India as a centre around which cultural life of the community revolved. Earlier cultural activities were never made use of to attract the populace to the library. The library brought together people of similar interest. Different groups were organised from among the registered members of the library for which no fee was charged. All services of the library were offered free of charge including the cultural activities. Each group had its own elected chairman and a secretary to conduct activities of the group. The adult education staff of the library provided only the physical facilities and guidance. They never interfered with the autonomy of the groups. Every group met once a week in the Library's auditorium, accommodating over two hundred persons and fitted with coloured spotlights and microphones.

- **Literature Group:** It organised weekly open sessions wherein a group member would present his or her short story or poem which was critically appreciated by the participants. The author of the book discussed was also invited to face the readers and react to their comments. If an eminent author attended the session, the press carried the proceedings of the group. It gave a big boost to the budding authors and poets. Some of the members of the group have become the eminent writers of today, and they have acknowledged their gratitude to the Delhi Public Library for shaping them into good writers and giving them self-confidence in their writing.
- **Drama Group:** The members wrote dramas themselves and if approved by the Group they were staged by its own repertory. A nominal admission fee was allowed to be charged for the plays, to enable the Group to meet the expenses of hiring dresses and props for the purpose. The proceeds were handled by the Group itself. About 4 to 6 plays were staged by the Group in a year, besides the annual competition. Some members of the Group later became AIR artists and the dramas written by them have since been published.

- **Film Critics Group:** Documentary films were shown on predetermined themes. Running commentary was given in Hindi for foreign films. On a few occasions actors and directors of the films concerned were also invited to listen to the criticism and reply to it. No admission fee was charged for the film shown as it served as the medium for attracting the general public. The library services were free for the enrolled members if they could establish their identity.
- **Music Group:** The members of the Group gave musical performances both vocal and instrumental. Amateur singers over the years turned into renowned singers and joined the ranks of AIR artists. Soft instrumental music was relayed in the reading rooms during the lunch hour to break the monotony of reading for long hours.
- **Art group:** To cater to the amateur painters, the Group organised twice or thrice a year, exhibitions of paintings by its members which were displayed for a few weeks in the library. Mounted paintings of master Indian painters were lent out to institutions free of charge for display for a month.
- **Gramophone lending library:** A collection of about 4,000 gramophone records and cassettes were built and lent to the members of the library free of charge.

The system presently includes a Central Library, Zonal Library, Branch & Sub-Branch Libraries, Community Libraries in Resettlement Colonies of rural areas, Deposit Stations and a chain of Mobile Library Service points to cover the remotest urban and rural areas.

The Library (DPL) has a stock of around 11 lakh books and one lakh registered borrowers taking away around 10,000 books daily for home reading, besides 3,000 readers using its Newspaper Reading Rooms every day. Since the DPL was established as a pilot library project by UNESCO, its functioning was to be assessed according to UNESCO standards. Accordingly, a survey was conducted by UNESCO and as a result of the survey, the functioning of this library was not only found satisfactory but also its work in promoting reading habits was profoundly appreciated and the DPL was declared as the BUSIEST LIBRARY OF ASIA for creating reading habits and maintaining popularity.

The Extension Department of the Library through specially designed mobile vans supplies books at the doorstep of the members at different points on fixed days and time. When the library on wheels was initially started by the DPL, there were apprehensions amongst the people and especially amongst the rural folk about the free library services. There were also doubts about its success. But, soon the doubts and apprehensions were removed with simplification of membership procedure on the spot and regular services of the Mobile Library. The DPL has not been able to meet the demands due to inadequate infrastructural facilities. The mobile library had a membership of 2303 adults as on 31-03-1991 and 35137 books were issued to them during the said period. Mobile services had 66 points to serve in two shifts round the week.

It undertook a project to find out what material existed in Hindi and Urdu for the new reading public. The entire material available in these two languages was collected, and evaluated. Its primary aim was to provide the available reading material to the new reading public, but little was available. It was found that there were good primers available and some material for post-literacy, but almost nothing for the new reading public whose ranks were swelling as high as 60% of the students enrolled in the five-year primary schools.

In mid-1950s rubber soles had appeared in the Delhi market, but the conventional cobblers did not know how to fix them to the shoes. A master cobbler was engaged and three classes were organised for the cobblers functioning around the main library in old Delhi.

Similarly, three meetings of railway porters were given free shows of feature films in Hindi to attract them to the library and they were also given light refreshment after the show.

No doubt, the DPL has played a very significant role in promoting post-literacy and continuing education to the masses through its multi-faceted, dynamic and planned programmes.

Source: D. R. Kalia. "The Role of Delhi Public Library in Adult Education: A Recapitulation" in V. Venkatappaiah (1996, pp.81-100). *Literacy Campaign and Libraries*. Ess Ess Publications, New Delhi.

The Government of the country, which has failed to establish a school, a public library and a hospital in every village in 61 years after independence for providing basic educational and health services, must not forget the experiences of DPL mentioned above, besides those recorded in its various official reports in promoting some viable library system for adults. The initiative of Tenth Five Year Plan (2002-07) (http://www.nlm.nic.in/revamped_programme_for_imparting.html), however, generates a hope in this direction as it lays emphasis on identification and development of CECs and NCECs at grassroots level with a provision for reading rooms, libraries, audio-visual material and other infrastructural facilities. Under the revised scheme, it is envisaged that basic teaching-learning activities would be integrated with the post-literacy activities to ensure a smooth transition on a learning continuum from TLC to PLP. After completion of the teaching-learning phase under TLC, an opportunity would be given to the learner to consolidate his learning on a continuing basis through CECs and NCECs. This would require library facility with interesting and useful reading material, amongst other things, within their reach. For this purpose a library would be set up in every Gram Panchayat for which accommodation will be provided by the Gram Panchayat. The existing continuing education centres which were opened for a population of 2500 would be relocated in such a manner that every panchayat has one such centre which will function as a library and information centre. These centres would be known as Jan Pustakalayas (JPs). The books and other materials provided to the CECs and NCECs earlier will be transferred to this relocated centre i.e. Jan Pustakalaya. This centre would act as a Single Information Window and disseminate details of various development programmes to the beneficiaries. In the selection and purchase of books for the library, the Gram Panchayat would have a choice, depending on the local

preference. Jan Pustakalaya will be manned by an instructor who has made the largest number of adults literate. The existing centre will be supported till it has received three years of assistance. Thereafter, it will be transferred to the Gram/Nagar Panchayat. If a district has already completed three years before the start of the scheme, then it will be provided with a Prerak to run the library and information centre (i.e. JP) for three years. The Preraks in charge of these centres will also be responsible for mopping up the remaining non-literates. They will function as focal points for providing learning opportunities and facilities, such as library, reading room, learning centres, sports centres, cultural centres and other programmes catering to individual aptitude (See http://www.nlm.nic.in/revamped_programme_for_impacting.html). These Centres would act as:

- a) centres of convergence of all development programmes in the village/community;
- b) centres of learner's participation, providing for relevant teaching-learning material, and regular monitoring of programmes;
- c) data banks containing an inventory of traditional and contemporary art and crafts, existing resource/ raw material and infrastructural facilities; and
- d) centres for designing and implementing various target-specific programmes which require identification of areas of collaboration with other agencies.

The Eleventh Five Year Plan (2007-12) endeavours to further the efforts of this Scheme of Continuing Education, and conversion of one of the Continuing Education Centres into a Jan Pusthakalaya. Therefore, the adult educators, in addition to furthering any initiative of the Governments, should see that there is a library or some other structure (with library facility, amongst others) made available for post-literacy and continuing education of adults in all nooks and corners of the country. It may be a separate/independent library for adults or may be attached to a primary/secondary school, community centre, public library, private library, or any other local agency or organization. What is important is that it must be convenient, open and freely accessible to adults, promoting their literacy learning and its sustenance as well as educational, vocational, occupational, recreational and leisure time activities centering around the adults' overall development and welfare.

16.3.2 Diversity and Magnitude of Services

A library can provide a large number of services. But most of us are generally aware of three broad, common or traditional services that a library provides: provision of books, information service, and referral (reference) service. In fact the adult education services of a library include much more than just these three services. According to Kaula (1996, p.5), in the United States, a library provides adult education service under six general categories of service:

- Supplying books, films, recordings, tapes and other learning materials;
- Planning educational activities;
- Advising the community on subjects, methods and materials;
- Training the readers and librarians in skills and techniques necessary for adult education activities;
- Informing about the opportunities available through men and materials; and
- Organising all possible activities to further adult education.

The above services as they are provided in the U.S. may not be suitable to India. These broad categories, however, can be adapted to Indian situations. The adaption of these services should be guided by certain factors and circumstances of adult education in India such as the following, amongst other things.

- a) In view of the TLCs, PLCs and CE programmes going on in the country, today there is a great demand for new books, literature and other materials including audio-visual aids in different Indian languages. The libraries in this context should aim at:
 - enabling the adults to learn, retain, strengthen, stabilise and apply their literacy skills.
 - addressing the issues related to their social, economic, political and cultural development thereby creating a demand for continuing education, and then harnessing the energy so released for further development of our human resources.
 - generating awareness in adult learners about developmental, welfare and incentive programmes, schemes and activities of the Government, and thus creating in them the motivation to use/apply their literacy skills, knowledge and information for their growth and development.
- b) The new adult learner is driven to continue education, not under compulsion as a student, but by self-interest. Unless he/she perceives a link between what is offered to him/her and his/her own ambitions, hopes, inquisitiveness and tastes, he/she remains aloof from educational facilities extended to him/her. Moreover, the adult as we know, is endowed with his/her own psychological and sociological options, and is aware of his/her own individuality. So he/she needs to be engaged in a series of contests of his/her interest and choice, each with its particular objective: the contest for survival, the contest for knowledge, the contest for individual and collective advancement.
- c) Some times, an adult requires individual guidance for his/her smooth progression in life in general and for coping with health, vocational, occupational, economic, cultural, religious, familial, leisure and other problems. Though some of these problems can be taken care of by different organisations like religious institutions, public organisations, schools, colleges, universities, museums, business organisations, labour organisations, clubs, etc, libraries with their diverse literature, trained staff, and linkages with the functionaries of other agencies can provide effective continuing education facilities to them.
- d) A new class of individuals and workforce have been coming face-to-face with a situation in which limitless opportunities for betterment of their life were becoming increasingly available on the one hand, and on the other, they have been finding themselves handicapped in obtaining the benefits for themselves due to missed educational and employment opportunities. In this context, the library services in continuing education for workmen should enable them to avail these opportunities to the fullest extent. Further, a library should ensure training and facilitation, and not instruction, to develop their vocational skills, intellectual curiosity, social freedom, tolerance, motivation and mutual capacity building for enriching cultural life and speeding up their development and welfare.

With the above guiding factors and circumstances and with a view to promoting the activities of post-literacy and continuing education, the library and all other provider agencies of continuing education must collaborate with each other to provide diverse services such as the following.

- i) Procuring, supplying and facilitating utilisation of policy documents, books, teaching-learning materials, films, recordings, tapes and other materials
 - Prepare annotated bibliographies of different policy documents, primers, readers, workbooks and other materials useful for different functionaries plus those for adults with different levels of literacy skills;
 - Organise book exhibitions/fairs to help the adult learners and the literacy instructors, organisers, and facilitators of continuing education to select right type of materials;
 - Arrange and display the library's selected book collections, reading lists, exhibits, films, lists of films within the library for its community of readers, and outside the library for other agencies/functionaries.
 - Supply the required books, films, and other materials on demand, and periodically organise relevant film shows, etc.
 - Provide the required physical facilities for organising relevant activities by other interested agencies and groups for the benefit of selected groups of adults or the community as a whole.
- ii) Planning and facilitating educational activities
 - Act as a participant in planning and supporting the development of community sponsored adult education programmes, whether meant for the entire community or for any special interest group(s).
 - Take leadership role in facilitating the implementation of community development and welfare programmes sponsored by the Government.
 - Take initiative for launching innovative and useful programmes.
- iii) Guiding, advising or counselling the community and other agencies on subjects, methods and materials
 - Suggest subjects, methods, materials and resources in programme planning for community leaders.
 - Provide counselling, guidance, service and materials to other libraries (i.e. those not in a branch system) engaged in adult education work.
 - Stimulate and assist libraries which are indifferent or less involved to provide one or more relevant adult education service to the community.
- iv) Collaborative training/orientation of the staff and field functionaries of library and adult continuing education agencies:
 - In development of literacy kits, primers, supplementary reading materials, books, skill development packages, etc;
 - In updating them with latest policy documents, guidelines, reports, etc related to the programmes;

- In using different teaching and training methods and techniques and in using latest technologies, film and/or other audio-visual media and materials;
 - In organising instruction in remedial, fundamental and functional literacy to all the needy and the left outs;
 - In running courses related to group leadership, discussion groups, techniques and materials for development and welfare activities; and
 - To enable them to sensitise the community on any issue related to their development and make them active, vigilant, participative and responsive individuals.
- v) Informing adults about the opportunities available through men and materials
- Maintain a central source of information about the continuing education programmes and opportunities being offered by the relevant agencies and informal groups in the community and outside.
 - Maintain an information service available to different community groups through different media and materials including films and other audio-visual resources.
 - Maintain a source of service to provide information about groups and individuals in the locality who are willing to speak to or work with any section of the community as resource people/persons on different matters.
 - Promote and publicise in the community the services and activities which the library alone provides for them and/or in cooperation with adult education and other agencies and community groups.
- vi) Performing all other possible activities to further education and training of adults
- Promotion of total literacy in the local area by way of: a) organising motivational campaigns through charts, pictures, films, radio talks, television programmes and various other social education activities to sustain the motivation and interests of adults to continue their learning, b) identifying/selecting, procuring, and supplying a range of easy-to-teach materials for organisers and easy-to-read primers, supplementary readers and other post-literacy materials for the adults at literacy centres, and c) supplying the instructors/teachers/organisers and other functionaries of the literacy campaign with books, self-training kits, guidelines related to programmes, monitoring mechanisms, reports, etc to keep them up-to-date on various matters related to them;
 - Provide recreational facilities to adults through in-house games, print, electronic and other media to attract them to the library in their leisure time.
 - Survey the reading interests of the members of the community and cultivate good reading habits and hobbies in them.
 - Organise study groups of adult readers such as literature study group, art group, social study group, music and drama group, health and hygiene

group, food and nutrition group, development and welfare group, medical groups (allopathic, homoeopathic, ayurvedic, unani, etc).

- Hold poetry symposia, panel discussions, etc with local and outside experts on interesting topics.
- Arrange for folk programmes including Kirtans and Kathas, audio-visual shows, selected radio and TV programmes
- Hold different types of competitions for different categories of adults to promote their reading, writing, speaking, educational, vocational, occupational and leisure time interests with or without prizes, certificates, etc to winners and others.
- Arrange vocational training for selected categories of adults in collaboration with relevant local and outside agencies in the field and enlist their support for strengthening library services.
- Collect or acquire reading material as gifts from and through resourceful individuals, social groups, institutions, etc.
- Undertake the task of preparing and publishing prototype material for the new reading public by commissioning the best available writers and agencies in the community to write suitable materials.

16.3.3 Convergence with other Departments/Agencies

The library is required to forge viable convergence with different governmental and non-governmental agencies or departments for providing more effective, timely, interesting and useful services to adults in relation to their functional literacy, vocational skills, and opportunities for their development and welfare. For this purpose, all the functionaries of various developmental departments/programmes are required to be approached, brought together and encouraged to apprise themselves about the salient features of each other's programmes. This will enable them to ensure the reach of a range of their collaborative package of materials and services of each of their programmes to the specific categories of adults or to the entire community in easy, effective and comprehensive manner. By doing so the library will be forging an effective and meaningful convergence of their functionaries, materials and services as well as their convergence with the library. Simultaneously, these functionaries will also get sensitized and suitably oriented to impart literacy and functionality to any remaining illiterate members of their group, besides providing them with other services and benefits. Thus, their continuing education will become more attractive, meaningful and sustainable as it improves their quality of life, through self-employment, vocational and other developmental opportunities and services. In this endeavour, the support of State Resource Centres (SRCs), the Jan Shikshan Sansthan (JSSs), and all other local agencies must be enlisted appropriately for strengthening the convergence of all the departments involved in the process. It also requires a mechanism at the grassroots level to effectively monitor various types of training imparted, facilities provided and the benefits and services delivered to the adults.

Thus, the role of libraries in providing post-literacy and continuing education services assumes enormous significance in the overall context of adult education in India.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

1) i) Explain the need for a library for promotion of post-literacy and continuing education of adults.

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ii) What are the three broad roles that a library can play in adult education?

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iii) List out six broad categories of adult education services that a library can provide.

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16.4 LIBRARY STRATEGIES FOR POST-LITERACY AND CONTINUING EDUCATION

Adult population of India comprises different categories of adults, i. e. heterogeneous, requiring specific category-based library services such as given below.

a) **Service to the Farmers and other Rural folk:** An independent rural library should be established, or a branch library of a town or city central library should be established in every village and properly quipped to provide post-literacy and continuing education services to the farmers and other rural

folk. If the library services provided to them are found useful, they would not only get attracted to the library but also involve themselves in strengthening its future efforts and services.

- b) **Services to Urban Workers:** Different types of workers in different sectors in urban areas require different materials and services to suit their needs and interests. The literate, neo-literate and unlettered adult workers must be taken care of through appropriate media and materials available with the libraries.
- c) **Services to the Unemployed and Underemployed:** The services to this category should be very specific and provide for suitable learning-cum-employment opportunities more preferably in their respective localities - tribal, rural, semi-urban and urban areas - or across the areas as per their preferences.
- d) **Service to Persons with Disabilities:** The library needs to provide specialized services to meet learning and living needs and interests of adults suffering from different disabilities. In order to provide inclusive library facilities, it is required to use various audio-visual media materials, and other packages appropriate to them. Only such inclusive services could be of great interest and use to these adults.
- e) **Service to Patients:** Services to in-house patients lying in homes for long, and indoor patients suffering from chronic ailments in the nearby hospitals, should cater to their reading, listening or viewing interests through appropriate materials available in print, audio and/or video form. This will help them pass their time easily and without feeling much of their pain or boredom.
- f) **Service to Prisoners:** While library can facilitate the qualified prisoners interested in pursuing their continuing education, simultaneously their expertise can be effectively used not only to manage the working of the jail library but also to teach literacy, generate awareness and also write, store and distribute literacy materials to the needy prisoners and other adults in the jail premises.
- g) **Service to Sportsmen:** More and more sports lovers and beginning players generally take keen interest in reading literature available in the local library on sports of their liking and improve their knowledge and skills.
- h) **Services to Semi-literate, neo-literate, literate and self-learners:** Within each of the above categories there are adults who are illiterate, semi-literate, neo-literate, literate and self-learners requiring specific services.

All the above categories thus have specific post-literacy and continuing education needs and abilities and call for diversified, flexible and sustainable library strategies for their PL and CE. And it is very difficult, if not impossible, to visualise a single or uniform library strategy for promoting the same.

16.4.1 Sustainable Library Strategies: Nature and Types

From the above discussion we clearly understand that no single library strategy would alone be uniformly suitable, applicable, practicable and effective for promotion of PL and CE of different categories of adults, and more so in different States and Union Territories of India. The country needs a wide and sustainable network of libraries providing different PL and CE services. But, bringing about

such a network of libraries requires independent as well as collective efforts of the individuals, groups, institutions and the Government. It is high time that the Government took a comprehensive view of the existing libraries and post-literacy and continuing education schemes along with relevant recommendations of various commissions and committees to formulate a long-term national policy on library and information system with special emphasis on its role in promoting post-literacy and continuing education of adults. Till such time, which may be very far, it is the individual and collective responsibility of adult educators and institutions to champion the cause of rural and urban grassroots libraries for the emerging class of adults.

Further, convergence approach involving different local agencies can also facilitate easy establishment of grassroots libraries to provide co-operative and comprehensive library services to adults of a given community or area. These agencies are:

- Primary or Secondary Education Schools in villages;
- Adult and Continuing Education Centres;
- Community Centres and other public places
- Public and Private Libraries
- Primary Health Centres
- Media Centres and hawker's points
- Any other local agency working for the community.

Given below are some of the sustainable library strategies that can be appropriately considered by each State/Union Territory as well as the individual adult educators, and agencies/ institutions to provide for adequate and optimal library facilities for mass literacy, education and training.

i) School-based Libraries, Continuing Education Centre-based Libraries and/or Specialised Rural Libraries

There are 5,78,862 inhabited villages in the country. Out of these, 3,95,654 villages have a primary school in each of them (Sachdeva, 1999, p.38). If prompt action is taken to establish a library in each of these primary schools, in the shortest time there can be as many rural school libraries. Similarly, if a new school is established along with a library in each of the remaining inhabited villages also, there can be as many rural school libraries as the total number of inhabited villages. These school libraries if oriented properly can effectively provide library and reading room facilities to the entire village community. Simply coordinated efforts of Sarva Shiksha Abhiyaan and NLM at all levels can effectively turn these school libraries into community libraries.

The second priority, and as an additional facility to supplement and complement the above, should be to convert at least one existing Continuing Education Centre into a Jan Pusthakalaya in each village. The long pending felt need of institutionalising post-literacy and continuing education can be met by way of establishing Continuing Education Centres with library facility or gradually converting CECs into Jan Pusthakalayas or specialised rural libraries with appropriate staff and state funding on permanent basis.

ii) Progressive Conversion of Each Adult Literacy/Education Centre into a Grassroots Library

At least one of adult literacy/education centres started in a village for promoting literacy should be converted into a post-literacy centre then to continuing education centre with a library facility there itself. Thus, instead of looking for library to support it from a place elsewhere, a library-cum-continuing education centre can be established by progressively converting an adult literacy/education centre itself. In other words, it is wise and economical to continue an adult literacy/education centre (after the literacy phase) as post-literacy centre, later convert it into a continuing education centre and then to a library or Community Education/Training Centre-cum-Library. Had such an effort been made in India since the First Five Year Plan, by now lakhs of such centres with adequate library facilities would have come into existence, silencing all voices now demanding post-literacy and continuing education centres, with a library and reading room facility, amongst other things. It is, however, not known why there were lacklustre efforts by the Government in this direction. Perhaps, one reason could be lack of systematic and progressive plans, policies and their implementation caused by inconsistent and confusing visions on the part of the changing Governments, the bureaucrats and the policy makers of different times.

iii) Gradual Conversion of a corner of Library or Community Centre into Literacy, Post-literacy and Continuing Education Centre.

It is of course expensive to establish new libraries exclusively for adult education purpose, that too, outside the implementation machinery/structure of the programme. Therefore, an adult literacy centre can be started in a corner of an existing library, if it is big, the entire local library, if it is small, and then the same can be converted into post-literacy and continuing education centre for adults. It would thus help in concerting, a corner of the library into a centre or converting the library itself into a centre to meet the progressive and long-term interests of literacy, post-literacy and continuing education of the entire community around it. This would also familiarise adults with the library system since the day one of their literacy learning and also generate interest in them to use the library when they become neo-literates and also grow into independent readers.

In the absence of a library, an adult literacy centre can be started in a corner of community centre and later the same could be converted into a Continuing Education centre with library and reading room facility, amongst others.

iv) Using selected Libraries as Nodal Libraries-cum-Continuing Education Centres for Adults

At the grassroots level a group of small libraries can collaborate and identify one of them as a Nodal Library-cum-Continuing Education Centre for education, vocational training, cultural and other activities such as for holding meetings and talks, screening films or viewing specialised television programmes, organising book exhibitions, and displaying charts, publicity materials, etc for the community. For this purpose, it is essential that the identified centre/library is provided with a small auditorium having suitable equipment and other facilities. Such a centre, properly utilised with collaborative efforts on the part of the library staff and adult education

workers, will enable the emerging adult learners break their social, economic, psychological and mental barriers and generate congenial environment to visit the library for finding good opportunities to meet their supposedly superior adults of the community, amongst others. Also, it will provide ample opportunities for promoting their interaction, mutual understanding, harmonious living and environment, and participation in diverse activities to make their life more attractive and interesting.

v) Re-organising and Extending the Existing Libraries in Cities

The well established public and private libraries are required to take suitable initiative for re-organising and extending their roles and areas of service to the learners emerging from adult and other non-formal education centres. These libraries should become the centres of active learning. It may require a comprehensive approach calling for suitable changes in the central library, its zonal libraries, branch/sub-branches, community libraries, braille libraries, mobile service points or mobile deposit stations, resettlement colony libraries, reading rooms, hospital libraries, jail libraries, etc wherever they exist.

In this regard, the lessons from success stories of Delhi Public Library must be a guiding force for the well established public or private libraries, i. e. in revamping or re-organising their roles and services for their long-standing contribution towards a learning society. They can do it in the following broad ways.

- a) Establishing a special cell in the central library to look after post-literacy and continuing education services of the emerging class of learners,
- b) Establishing specialised branch libraries for a specific category or categories of adults in different areas, and
- c) Converting some of their branch libraries into a nodal libraries-cum-continuing education centres.

vi) Single Window Information Centre or Multiple Service Centre

Post-literacy and continuing education centres with their library facilities should facilitate integrated education, training and other services for the entire community of adults by providing comprehensive as well as inclusive services to all categories of adults, including those suffering from different disabilities. All the governmental and non-governmental agencies engaged in mass education, training and/or development activities need to pool their resources and co-operate and coordinate with each other for achieving their common and mutual objectives and goals. If they choose or establish one common place/centre from where they all can simultaneously render their collective services that would pave the way for not only promoting comprehensive continuing education and training to the entire community, but also realising their collective/common objectives and goals. For this purpose these agencies with the help of the community can acquire an existing building, or acquire sufficient space and construct a room or a building for such a centre by collectively contributing their human, material, financial and other resources. Such a place, properly equipped, can effectively act as a single window information centre or multiple service centre attracting the entire community with an urge and as a habit for reading, meeting, interaction, information sharing, education, training, and availing/promoting

opportunities for development. This will also promote mutual efficiency of different agencies in providing better services.

In the days of economic hardship and resource constraints such co-operative efforts for sharing of information and responsibilities among different agencies to provide single window educational, developmental and welfare services/facilities would be the most welcome endeavour in continuing education of adults.

vii) Adults' Home Libraries in Villages and Towns

Some individuals in towns and even in villages maintain their own collection of interesting and useful materials. They may keep stock of good books, magazines including cine manazines, novels, newspapers including collection of important cuttings from them, copies of popular mass periodicals like Chandamama, Balamitra, Bommarillu and so on containing stories, morals, poems, folk songs, etc for youth and adults, among others. Some may keep books on medicines, health, nutrition, hygiene, history, freedom movement, national leaders, mythology, popular local leaders, literary personalities, artists, etc. These sources need to be tapped properly. It is essential to identify all such sources and use them for the benefit of the community. This calls for proper initiatives providing for some incentives and facilities to the owners of these home collections/libraries to enable them to provide their potential services to the people around them for promoting their literacy skills, reading habits, continuing education and training. Appropriate mechanism for paying suitable compensation to such owners with a view to convert a corner of their homes into small reading rooms for the adults around their houses should be explored.

Alternatively an effort can be made to gradually convert the house of each learner into a meaningful library with increasing delivery of useful, standard booklets and other materials to him/her at his/her house by post or other means. An effective beginning in this direction could be to give a free kit of materials to the new literates before they leave the literacy classes or post-literacy centres. Similarly, the young school dropouts when they quit the school can be provided with suitable material at subsidised prices. The National Book Trust should undertake publication of cheap and useful material on continuous basis in cooperation and co-ordination with the adult/mass education resource centres in different States and distribute them through their established structures or field functionaries.

viii) Mobile Libraries for Reaching the Workers at their Work places

For various reasons often the working class of adults may not find time or are not in a position to visit a local library or a special cell available for them in a city public library. Particularly, it happens with the workers having rigid/tight work and commuting schedules. In such a case, adult education functionaries in co-operation with those of local libraries, volunteers and co-workers and the interested neo-literate adults should take appropriate steps to deliver need-based reading materials, information bulletins, books and other relevant materials at their door steps or at their work places or any convenient commuting point depending upon their timing, reading habits, interests and abilities.

Wherever library service has not reached the rural areas, circulating library service should be organised by the District, Tehsil, Sub-Divisional, Taluka and/or Mandal level library as the case may be. The mobile or circulating library service that is best suited to local circumstances needs to be considered. Some ways of doing it are:

- a) A library may develop book delivery stations or book deposit centres in surrounding villages or localities, youth clubs/centres, primary schools, work places, etc, and books, other materials and information may be circulated from one delivery station to another in batches;
- b) Door to door service may be organised for persons with disabilities through volunteers and social service workers. Involving the neo-literates by grouping them into a few service-interest groups to use their leisure time for providing useful materials and service to the community will have more participatory effect on them.
- c) A bell-bicycle or bell-rickshaw service centres according to a scheduled programme can be organised in rural areas. In urban and semi-urban areas, if resources permit, a two-wheeler such as a scooter or motor cycle or three-wheeler or a mobile van could be arranged to provide mobile services.

In addition or alternatively, the services of the hawkers can be effectively utilised for distributing simple booklets, pamphlets, etc. by tying up with them. Thus, reaching the unreached, the needy neo-literates, literates and other emerging class of learners should be the aim of all libraries working for promotion of post-literacy and continuing education.

All the above library strategies, collectively and independently, can play a significant role in promoting not only post-literacy and continuing education but also in training the entire community and fostering a sustainable learning society.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

- 2) List out a few library strategies that can be useful in promoting library services in PL and CE.

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16.5 NEED AND SIGNIFICANCE OF NETWORKING FOR KNOWLEDGE AND INFORMATION MANAGEMENT

A society that has access to and consumes most of the available knowledge and information is no doubt an advanced and powerful society, and the one that has least access to and consumes it least is a backward and weak society. This also holds equally good for any individual, group, class, section, etc within a particular society or country. There has been a clear cut power difference between individuals, societies or countries possessing knowledge and information and those without it or dominated by ignorance. The knowledge and information acquisition by them largely depends upon the network they have for the purpose. The higher the potential of such a network for sharing knowledge and information, the faster is the utilisation for advancement and spread of power among those involved in the network. The availability of lucrative jobs for the potential knowledge workers and lack of the same for other sections of society within a country or across the globe are classic examples in this regard. This is all due to their knowledge and information networks they have established as inevitable and potential means for their survival and growth. Similarly, take the case of the two World Wars - the players involved, the losers and gainers, and faster re-emergence of the worst affected in these wars. These are all the results of their knowledge and information management through their own networks. Of late, we are witnessing advanced countries, their groups or even individuals, who are managing (manipulating) knowledge and information either for destruction of part of the world for their vested interest or for construction (including reconstruction) of same or other parts of the world. As an example, very recently, we have seen the confrontation between the countries involved in the Gulf war (i. e. the War between the United States and Iraq), or the U.S. attack on Afghanistan. The same holds good for any group or outfit possessing scientific and technological knowledge and information and fighting against another group or country without it. We can recall the successful terrorists' attacks such as of Bin Laden on the U.S. and his survival later, or effective resistance (and attacks) of LTTE against (the attacks of) Sri Lankan forces, etc. All these are just a few examples of the individuals, groups or countries empowered with knowledge and information and (mis)using it for their survival and furtherance of their interests and development.

The library, as an agency of adult continuing education, has great potential in furtherance of networks for management of knowledge and information. It can pave the way for knowledge and information revolution and turn the society into a learning and developing society in a true sense. It should be the endeavour of adult educators to foster such a learning society (societies), through various knowledge and information management networks. These networks must facilitate easy and effective dissemination of ever growing knowledge and information to all the potential/intended users or beneficiaries. The successes and failures of the Green Revolution, White Revolution, Blue Revolution, Yellow Revolution, or any kind of Missions such as Literacy Mission, Technology Mission, Health Mission, Drinking Water Mission, etc could also be attributed to the potential of the relevant networks that could be created and utilised for the purpose. These networks make knowledge functional and information useful to the society. A wide network of libraries and other centres can enhance adults'

access to knowledge and information and make their post-literacy and continuing education a dream realised in India. Therefore, such a network of libraries fostering local/community culture intermingling with the state, regional, national and international cultures of the increasingly globalising world would pave a way for a meaningful, unified, cohesive and strong nations and the world diminishing its dividing tendencies. We will discuss in more detail the knowledge management and information dissemination and networking in adult education in the next Course, i. e. MAE-003.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

3) Explain the need for networking for knowledge and information management.

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16.6 LET US SUM UP

In this Unit we have discussed the inter-relationship between libraries and adult continuing education and the need, significance and role of libraries in promoting post-literacy and continuing education facilities of adults. We have also discussed different types of library strategies required for providing diversified post-literacy and continuing education services to adults. Towards the end we have highlighted the need and significance of networking for knowledge and information management vis-a-vis fostering a learning and developing society in its true spirit.

16.7 ANSWERS TO CHECK YOUR PROGRESS

1) i) Literacy is the key that helps in opening diverse doors to knowledge and information. One place where the knowledge and information is certainly made available is the library. All the efforts put in making the adults literate through literacy campaigns would go waste in the absence of post-literacy facilities. If the literate or semi-literate adults relapse into illiteracy it is like returning back to square one and the national and individual efforts, resources and time spent would be a waste. Libraries can play a significant role in

preventing such a situation. Similarly, continuing education will provide the literate, neo-literate, semi-literate, and the unlettered adult learners adequate facilities for their literacy learning, education and training for effective living and working, contributing to their development and welfare.

- ii) There are three distinct roles that a library can play in adult education. Firstly, as a supplementary aid to other agencies involved in adult education. Secondly, as an independent agency of adult education. Thirdly, as a stimulating and motivating force taking a leadership role in adult education.
 - iii) A library can provide diverse categories of services for promotion of adult education. Six general categories of services that a library can provide for adult education are:
 - Supplying books, films, tapes and other learning materials and recordings;
 - Planning the educational activities;
 - Advising the community on subjects, methods, materials, etc;
 - Training the functionaries of library and adult education institutions in skills and techniques necessary for promoting adult and continuing education;
 - Informing about the opportunities available through men and materials; and
 - Organising all possible activities to further adult education.
- 2) A few sustainable strategies that are useful to promote library services in PL and CE are:
 - a) School-based Libraries, Continuing Education Centre-based Libraries and/or Specialised Rural Libraries;
 - b) Progressive Conversion of Each Adult Literacy/Education Centre into a Grassroots Library;
 - c) Gradual Conversion of a corner of a Library or of a Community Centre into Literacy, Post-literacy and Continuing Education Centre;
 - d) Using selected Libraries as Nodal Continuing Education Centres;
 - e) Re-organising and Extending the Existing libraries in Cities;
 - f) Adults' Home Libraries in Villages and Towns; and
 - g) Mobile Libraries for Reaching the Workers at their Work places.
 - 3) Without an effort the required knowledge and information will not be available to any individual, society or a State. A society that consumes most of the available and useful knowledge and information is clearly an advanced and powerful society, and the one that consumes least of it is certainly a backward and weak society. This holds equally good for any individual, group, class, section, etc within a particular society. One may come across innumerable situations where clear cut differences exist between individuals, societies or countries possessing knowledge and information and those without it or dominated by ignorance. This is all due to the networks of knowledge and information that they have established for their advantage. The higher the potential of a network they have for sharing knowledge and information the faster will be their advancement and spread of their power vis-a-vis those involved in the network.

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