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**TEACHER EXCHANGE PROGRAMME
AND
NATIONAL UNITY FESTIVAL**

SEPTEMBER 6-13, 1992



ORGANISED

BY

**BHARAT GYAN VIGYAN SAMITHI
AND
KERALA SASTRA SAHITHYA PARISHAD**

BHARAT GYAN VIGYAN SAMITHI

The concept of Bharat Gyan Vigyan Samithi arose as a result of developments in two streams.

On one hand, inspired by the experience of the people's science movements (PSMs), the success of the Bharat Jan Vigyan Jatha and being aware of their limitations, the people's science movements felt it necessary to advance to a more massive attempt on the basic issue of the literacy. It was the issue of literacy that could unite the largest section of the positive and democratic forces in society and it was literacy that could reach out to every single person. Even those who are the most exploited, hungry and unfortunate, to whom no development programme reaches successfully are reached out to in a literacy campaign.

The other stream was the changing climate in adult literacy work. A greater realisation regarding the limitations of earlier adult literacy schemes, the setting up of National Literacy Mission and the mass campaign model emerging out of Ernakulam set the stage for fresh approaches. The idea of organizing a jatha of the Bharat Jan Vigyan Jatha type to popularize the ideas of literacy was mooted in the very first meeting of the NLMA council in 1988.

To conduct this programme and build a people's movement for literacy a society called 'Bharat Gyan Vigyan Samithi' was formed and registered with Dr. Malcolm S. Adiseshiah as chairman and Dr. M. P. Parameswaran as secretary. Its council was formed of PSM activists, representatives from the Ministry of Human Resource Development and other concerned Government officials and senior educationists, social workers and artistes from all over the country. This council elected a 13 member executive committee which functions in the central office located in New Delhi.

The current national situation lends a sense of urgency to our task. In the background of a nation torn apart by casteist, communal and chauvinist forces, the mobilisation of all sections of the people against a common enemy—illiteracy—can play an unifying role.

Values and knowledge from science bring out the common identity and destiny of the human species and contradict and negate communal hatred pitting one section against the other.

These conscientizing aspects of the campaign was be focussed through the concept of OPTIMISM. An optimism based on the knowledge that WE can change the present, that WE can plan the future and the knowledge of how to do this is a basic element of the scientific outlook. This is not an optimism based on fate, it is not resignation. It is active optimism.

The various components of the BGVS activities were so designed as to instill this active, dynamic optimism among the people of India.

TEACHER EXCHANGE PROGRAMME AND NATIONAL UNITY FESTIVAL

Bharat Gyan Vigyan Samithi is planning Bharat Gyan Vigyan Jatha II in 250 districts in the country during Oct. 2 to Nov. 14, 1992. In conducting this literacy jatha programme, emphasis is placed on the BIMARU states in which the impact of the BGVJ-1990 was only marginal and consequently further churning processes are needed for the emergence of activists required for literacy campaigns.

The 'Teacher Exchange Programme' is associated with BGVJ-II. The role of school teachers in literacy campaign is important, though not critical. They can motivate and influence parent-illiterates to attend literacy classes. They can play an important role as resource persons in the academic sphere to train the instructors. Literacy campaigns are time bound, for which voluntary work can be mobilised on a large way. Besides teachers, educated people, both employed and unemployed can carry the torch of literacy. But the formal education is a different matter and there the role of teacher is unique. Universalisation of primary and elementary education in its three elements of enrolment, retention and achievement cannot be realised without intellectual and emotional involvement of teachers. Total literacy campaign should be accompanied by universalisation of primary education fulfilled by the above three elements. Otherwise, the whole exercise of literacy campaign will be futile.

Till recent past, it was the ardent belief of all that the eradication of illiteracy can be preached and dreamt but never be achieved. The will and the concerted effort of the committed people shattered the hurdles and total literacy is now a reality in many parts of our country. A new wave of literacy campaign is spreading all over the nation. This reverberates a new vigour and optimism. Although there are many impediments to achieve universalisation of elementary education, literacy campaign has opened new horizon of confidence, and earnest effort will pay the dividend. In this respect, teaching community has a very great and responsible role to play. Teachers should be excited with innovative teaching practices to make teaching a most pleasurable experience. Life-oriented, child-centred, environment-based teaching will, no doubt, make the student learning a pleasure. The teacher exchange programme is a humble step in this direction. The programme involves hundred of (1) teacher-teacher-student camp and (2) national unity festival.

In the first Phase of the proposed camps, Kerala is hosting during september 6—13, 1992 which coincide with Onam, the national festival of Keralites. There are 14 camps spread over in all districts except Idukki. Teachers and students from Assam, Himachal Pradesh, Punjab, Haryana, Utter-Pradesh, Bengal, Bihar, Orissa, Madhya Pradesh, Maharashtra, Gujarat, and Rajasthan are coming to South-west end of our country. This festive season is the right time to organize such a unique programme because the guest participants will get numerous occasion to share the cultural heritage of Kerala. The camps are conducted under the joint auspices of the kerala Chapter of Bharat Jnana Vijnana Samithi and Kerala Sastra Sahitya Parishad.

At the local-level organizing committees, consisting of people from all walks of life have been formed to conduct the programme. To acheive the integration at the micro level the guest teachers and students will be at home with their counter parts in the locality. This will help to promote cultural exchange and to generate a sense of unity among them. In the back ground of obscurantist and divisive forces in the country getting stronger this would be a valuable contribution to the formation of secularisam and national integration.

The programme envisages cultural exchange accompanied by the search for a better system of education. The guest teachers will be primarily interacting with the teachers in the locality and have mutual exchange of life experiences and ideas, including the innovative teaching methods. Kerala has a unique achievement in attaining universalisation of elementary education. A historical perspective

of the Kerala expereince will be a guide line to others. Discussion among teachers should lead to evolve strategies for U. E. E.

Committed and interested teachers all over India have developed new methods of teaching. Kerala Sastra Sahitya Parishad has an experience in the field of education for the last two and half decades Its intervention in education has helped to improve the quality of education. The camp provides opportunity to share a few experiences like Vignanotsav.

Education is meant for overall development of the individual and the society. The text books are the best tools to impart good moral and social values. But many of the text books carry unhealthy trends in value judgement. A comparison of text books of the different parts of our country will enlighten the teaching community.

Sept. 8, the world Literacy day coincides with the camp and sharing of literacy activities in host and guest states will be fruitful now since the guest teachers are the literacy activits in their states.

Onam is a festival of joy and plenty, truth and justice, and unity and oneness. It brings reminiscence of the good old days. Onam '92 will be remembered for years to come as hundreds of teachers and children from all over India participate in the National Unity Festival. It is an occasion, especially for children to enjoy 'Kalikkootam'. A variety of onam programmes, entertainments, puzzle games and learning through games have been arranged. Both guest and host can participate and enjoy, and carry the message of unity and oneness of the people of India.

KERALA STORY OF TOTAL LITERACY

Kerala is India's first totally literate state. The Torch of Literacy lit at Ernakulam on 4 February 1991 illuminated the whole state. It was symbolically passed on to the entire nation at a solemn function in Kozhikkode on 18th April 1991. At this highly representative people's function, in the presence of eminent social, cultural and Literary leaders from various parts of India's neo.literate woman announced Kerala's formal entry into the world of total literacy.

A special feature of the movement for total literacy in Kerala was that it had developed into a movement beyond literacy. It had broken the cynicism and negativism which had been afflicting the middle class youth in the state and instilled hope for a better tomorrow. It had created a sense of liberation and self-confidence in large masses of people belonging to the lowest strata of society. This people's movement, with whole-hearted support from the governments at the centre and in the state, has helped bring about a climate of faith in Development through education and mass conscientization. Almost all the forty lakh houses in the state were got involved in the programme, one way or the other, either by providing the human resource needed as instructors, master trainers or resource persons or by donating in cash or kind or facility for organizing the literacy centres and the programmes to sustain them. Lakhs of voluntary workers worked day and night in faceless anonymity and in a spirit of total dedication to make AKSHARA KERALAM a success. The movement had thrown up about a million young social workers enthusiastically committed to Development above the pale of petty partisan politics.

THE GENESIS

The genesis of the concept of Akshara keralam was from the successful experience of the Ernakulam District Total Literacy Programme. The Ernakulam project was conceived from the realization that the various programmes for eradicating the scourge of illiteracy in the country had thus far failed to make any visible impact. The project launched in 1989 owes its high success to the total integration of governmental and people's efforts into a fully planned programme. The campaign technology developed at Ernakulam was further improved and elaborated for planning and implementing AKSHARA KERALAM. By achieving a literacy

percentage of 98.34 in the age group of 5-60 in just a year Ernakulam district has thus led the country not only as an achiever district but also in developing and perfecting a technology - the universal campaign technology, which has proved efficient, cost effective and quick yielding.

THE ERNAKULAM PROJECT

The Ernakulam project was sponsored by the Ministry of Human Resources Development and implemented by the Kerala Sastha Sahithya Parishat, a people's Science Movement of high repute, with the total support of the district administration and various voluntary, mass, youth and women's organizations. Through this massive programme, 1.35 lakhs illiterates in the age group of 5-60 were made literate in a record time of one year.

The essential characteristics of the Ernakulam Project were:

- 1 A massive, voluntary participation of the entire strata of society.
- 2 Saturation environment building campaigns to enthuse learners, instructors and the people at large
- 3 'Transformation of literacy work from 'employment opportunity' to 'patriotic duty'
- 4 Meticulous special and temporal planning on a war footing for the development of human and material resources
- 5 Integration of people's enthusiasm with the administrative machinery on the one hand and a professional project implementation machinery on the other; and
- 6 Delinking the implementation machinery from governmental bureaucracy to increase dynamism and flexibility and at the same time ensuring accountability by stringent monitoring by the public-

THE KERALA PROJECT

This philosophy and methodology was adopted by the Kerala Saksharatha Samithi which was set up as a registered society to implement the Akshara Keralam Project. The Chief Minister was the Chairman of the society. Nine cabinet ministers, representatives of political parties, people's organizations and persons of eminence, besides senior officials and district collectors were members of the Samithi.

Shri P. K. Sivanandan, a senior IAS officer, was the secretary of the Samithi. The Samithi's activities were guided and controlled by an Executive Committee chaired by the Minister for Electricity & Rural Development.

At the district level, the Collectors guided and led the implementation of the project in their capacity as Chairperson of the District Saksharatha Samithi which too was a highly representative people's body.

AKSHARA KERALAM was implemented in all the remaining thirteen districts. The campaign started with the state-wise single-day survey on 8th April, 1990 to identify all the illiterates. The survey itself became a massive environment-building exercise with several thousand simultaneous inaugurations in every district involving opinion leaders from all walks of life. The survey generated tremendous popular enthusiasm for the programme amongst the literates and illiterates alike and created a strong needbase for literacy amongst the target groups. Tens of thousands of squads comprising five or more literacy workers participated in the survey preparatory to the survey. These workers were given special training to enable them to be exposed to all the needed information.

An estimated 28.5 lakh illiterates were identified during the survey of which 22.5 lakh were in the 5-60 age group which was the target group of the Aksharakeralam Project. Of these, 16 lakhs were enrolled in about 2 lakh classes. They have completed the instructional course and about 12 lakh persons were subjected final evaluation successfully. The remaining four lakh persons were to be subjected to evaluation during the second phase of the programme. Among those who had not been enrolled about one lakh were from the tamil-speaking floating population in the high-ranges of Idukki and Wayanad and the border areas of Palakkad district. The rest were concentrated in coastal areas and the tribal pockets in deep interior forests. These persons will be mopped up completely and made literate during the post-literacy phase.

Preceding the survey, an intensive communication drive through *Vilambara Jathas* was effected throughout the state to inform the people about its purpose and to keep them ready for the literacy programme. Wall-writing, news-boards, cinema slides, bit notices, posters, street corner meetings and other methods were employed to reach out the information to the people. Special meetings and conventions were organized to involve

various sections of people and union leaders in the programme. Participation of social, religious and political leaders in seminars, meetings, conventions, jathas and the survey helped to create a sense of purposeful solidarity among the masses.

A special feature of the environment generation programme for Aksharakeralam was that every activity-organizational, training, resource mobilization etc. was effectively utilized to build up the momentum of people's involvement. All available media resources were put to impactful use-mass media, folk media and inter-personal media. But the bedrock of the entire project was on *inter-personal communication* - through sustained squad work, house visits, family communions, etc. All possible/crowdpoints such as festivals, public meetings, conventions, conferences and seminars were utilized to project the literacy theme. Youth and student meets, women's conferences, conferences of professional organizations and service associations as also societal observance of various days, weeks and months were converted into focal points for highlighting the significance of the Aksharakeralam Movement.

A month by month calendar of campaign activity was drawn up to sustain the tempo of the movement. This was in rhythmic step with the calendar of organizational and training activity. Close on the heels of the all Kerala survey on April 8, a massive effort to mobilize a cultural brigade was taken up. The identification and training of nearly 4,500 *people's artistes* from all over the state and organizing them into 300 *kala jathas* in a record time of three weeks and then processing them into service at fifteen thousand centres covering every nook and corner of Kerala was indeed a momentous event in the history of folk medium anywhere in the world. A lot of high talent from even the remotest rural areas came to the fore in the service of the people. Apart from projecting the literacy, development and environment theme, the Akshara Kala Jathas helped to conscientize and motivate literates and illiterates alike and made the artistes more deeply committed to their mission with the staging of each performance.

The Kala Jatha training and performance coincided with the identification and *registration of over 2.5 lakh instructors*. In fact, the registration of instructors was itself a major environment creation activity like in a mass mobilization for electoral activity. In a statewide campaign type programme

on April 29, scores of booths were erected in all the twelve thousand wards in the state. Streams of volunteers belonging to all shades of political and other affinities were seen queuing up to register themselves as instructors, rendering free and dedicated service. A novel and refreshing feature of the Kerala Literacy Movement is that the instructors are not paid anything at all and have taken up the work as a patriotic duty. It was emphasized that literacy work is not just a service, but a duty and a commitment enjoined on the literate person to share knowledge with his/her illiterate brethren.

The training of the personnel during the month of May to impart instruction was a four-tier exercise from the state down to the panchayat level. This mighty academic force comprised 250 key resource persons at the state level, 3,000 district resource persons, 30,000 master trainers and 2.5 lakh instructors. All of them had since been linked up into academic councils, from the state down to the panchayat and ward levels to guide, sustain and improve upon the performance and standards of the literacy centres.

The classes started on 1st June 1990 with a gala state-wide festival of lights (Akshara Deepamala). That day, in all forty lakhs households throughout the state and in public places, lamps were lit to the accompaniment of a specially composed literacy song sung at a predetermined hour (6.30 pm).

Rising magnificently to the occasion, Akashvani helped the programme by broadcasting this song for four days in succession at this very hour to create an all-Kerala mood for this event.

Apart from this, All India Radio's Kerala stations supported the project in full measure: through news broadcasts, special reports, literacy vignettes and above all, a regular 20-minute lesson on Wednesday mornings to back up the instructional programme.

Doordarshan too played its part very well with fortnightly 20-minute evening specials covering different aspects of Aksharakeralam, such as the Kala Jithas, the training and evaluation programmes, feedback from the classes and so on. Television has been able to fully capture the enthusiastic mood of the masses and the high sense of commitment which animates the literacy brigade.

All the 148 daily newspapers - big and small - published from Kerala have extended warm and whole-hearted support to the movement, publishing news items, success stories, featurettes and significant photographs. Mass media support had thus fully attuned to the field needs and programme implementation.

Saturation environment - building and sustaining this for the entire period of the campaign was recognized as a prime factor in its successful implementation. The truth of this became abundantly clear as the project got under way and faced many unexpected hurdles.

Strikes, bandhs, festivals and even minor local incidents had their instantaneous impact on the literacy effort. Many were the occasions which hampered the progress of the project and the literacy workers had to use all their ingenuity and even personal influence and standing in the area to find solutions to such problems. Working with a highly innovative spirit and calmly, patiently and resolutely such difficulties were got over.

To site an instance: the Onam - harvest festival in early September. The vacation atmosphere had its deleterious effect on the classes which registered a sharp dropout rate in Kerala. The harvest season also added to the worries as hundreds of farm labourers were forced to absent themselves from the classes. Anticipating this, literacy workers worked out an effective strategy to sustain the interest of learners and instructors alike in the programme. They utilized the traditional house-hold flower decoration ceremony and organized a number of competitions (AKSARA POOKALAM) for making flower arrangement using the letters of the alphabet. Also, cultural and elocution competitions for learners and instructors were conducted. Such a massive state-wide effort during the entire vacation season in the first week of September kept up the ardour of the entire literacy community leading to the magnificent observance of the World Literacy Day on September 8.

Yet another interesting feature of the Aksharakeralam Project was the tremendous support given to it by women - folk all over the state. Their enthusiasm was particularly evident among those belonging to the weakest and neglected sections who were hitherto denied the benefits of the three R's. The surge of their new found joy and fervour and realization of hidden talent and strength has taken the state several steps forward in many areas of home-related development such as health and

nutrition, child care, environment preservation and promotion, rights of women and children etc. An interesting fall out of the Aksharakeralam project was the springing up of thousands of 'Kudumba Sadas' (Family communions) throughout the state. These were regular get-togethers of ten or more families in each localities. Such get-togethers promote a sense of camaraderie amongst members of these families, sort out family tensions and squabbles, help correct errant men, women and children and gave a sense of direction to collective action for creating civic sense and social and moral Hygiene. Many problems which would otherwise reach the law-courts and further spoil human relations were solved at these family sessions. Local, regional, national and international problems are freely and frankly discussed here. The discussions lead to promotion of self confidence and powers of expression and their capacity to ask questions and find solutions. The Kudumba Sadas has thus grown into a healthy cultural phenomenon for social progress in Kerala.

The creation, for the first time in India, of a network of fifteen exclusive women kala jatha during October-November and the staging of performances in over 900 centres in all the districts was another landmark event in the struggle for improving the status of women in our country. 225 young talented female artistes were quickly identified, given intensive training and gave performances with telling impact on the themes of women present plight in society, the urgency of literacy as a tool for development of self-esteem and the need for the full realization of women's personality for the progress of humankind.

Participation by women in the Aksharakeralam project was phenomenal. About 3/4 of the instructor force were women and they had gone about their work in great earnestness: and justifiably so: because 2/3 of all the identified illiterates were women. The network of mahila samajams in every ward gave solid support to the conduct of the project.

The three-part primer for the classes was carefully prepared in workshop situations by adult education and literacy activists working together. Primers in Kannada and Tamil were also prepared locally in consultation with the State Resource Centres in Karnataka and Pondicherry. The lessons are intended to give a deep insight to the adult learner about his environment, family, health, society and the world. The instructors and resource persons were given orientation and re-orientation

and provided supportive reading material to equip them fully for the job. Thousands of classes were organized by the Kerala unit of the Bharat Gyan Vigyan Samithi to strengthen the instructors and literacy activists and promote a scientific temper and expand their world view.

Children and youth also played a key role in taking the programme forward. Akshara Carols, Akshara Gana Sadas, Akshara Parava (Letter-birds) are some of the terms added to the Kerala Literacy glossary. All these programmes helped emotionally involve large sections of the 56 lakhs school students and teachers and their families in the programme. The entire 71,000 strong NCC force and 56,000 NSS students were pressed into service to mobilize the masses in favour of the programme. The statewide observance of School Literacy Day (21 June), College Literacy Day (23 July) and Youth for Literacy Day (9 August) became occasions for large scale participation of these sections in the project.

EVALUATION

Evaluation tests were conducted during February and March to assess the level of knowledge in reading, writing and arithmetic achieved by the learners. Their general knowledge and behavioral changes have also been tested during these evaluation studies. Learners who registered 70% Plus marks alone have been declared successful in this test and accounted for while computing the eligibility of a sub-project for achievement of total literacy.

An internal review team comprising some members of the Executive Committee, the secretary and one of the Directors has been evaluating the performance of various districts to determine their ranking in terms of all round achievement. The best performing first and second districts were given the Chief Minister's Rolling Trophy and Shield respectively. The Malapuram district won the first place and Kannur the second.

Awards were also given to the best feature story and photograph on the Aksharakeralam project.

The National Literacy Mission had entrusted the task of evaluation of the implementation of the project and its multi-faceted impact to an external agency, the Centre for Development Studies, Trivandrum.

The gains of the project were to be consolidated through a well-conceived post-literacy scheme-sakshara keralam. To take up the continuing education, about 40,000 Akshara Sangams, each comprising of clusters of five classes were planned. It was also planned to start Jan Vidya Kendras (JSNs) in each village. To add a strong developmental dimension to the programme three set of forums, Viz, Vikasana Vedis, Vijnana Vedis and Vanitha Vedis with activities in the respective fields were also the high vigths of the proposed scheme. The entire structure lwas to be supervised by the newly formed District Councils thus enabling the decentralisation principles

also activate the literacy movement. Unfortunately the set up at the Governmental and beaurocratic level did not conceive this in the true spirit.

The Concept of literacy activity was in fact a new model of development with people's participation and the entire structure was evolved on this philosophy. The centralisation and beaurocratisation of the whole affair and the dismantling of the system evolved have affected negatively the post-literacy activity. In certain regions where the local leadership runs it as a people's affair, things are better and good results are seen.



Women were taught to make and sell their own products, and they acquired sufficient proficiency to read Ramayana and Bhagavatam. However, this form of education was restricted to upper classes - the brahmins, ruling houses and landed families.

The spread of elementary education began with the advent of colonialism and British rule. Missions belonging to L.M.S., C.M.S. and R.M.S. began to open schools in the early 19th century.

During the early part of the 19th century, Malabar had a large number of schools for the education of the lower castes. But this was over and over again and over and over again. Government schools were opened in the early part of the 20th century.

A late nineteenth century was a period of social awakening in Kerala. Social reformers like Chattampi Swamikal and Sree Narayana Guru had begun to spread their activities in Kerala. Sree Narayana built his famous Aruvappara temple for the untouchable castes in 1885, a year later a novel that strongly advocated social reform among Nayar, Idukka was published. Two years later, in 1891, a huge petition demanding the opening of Travancore Govt. services to local population named Malayalee Memorial was submitted to the Travancore Govt. The society was informed. The lower castes and communities hitherto marginalized came on their own

The social reform movement that covered the entire region and the various caste and tribal groups, considerable stress on education, and schools were started in every village. Under the growing pressure from the social reformers even the Travancore Government on their policy of admitting only Nayar children to Govt. schools. Special schools for the lower castes and tribal groups were opened.

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EVOLUTION OF ELEMENTARY EDUCATION IN KERALA

1. Kerala had enjoyed a well-entrenched elementary education net work even before colonial times. Local schools were run by Nattazhuthassans or Asans, where children were taught to read and write from the age of seven. Women were taught to read and write, from their homes, and they acquired sufficient proficiency to read 'Ramayanam' and 'Bhagavatam'. However, this form of education was restricted to upper classes- the brahmanas, ruling houses and landlord families.

2. The spread of elementary education began with the outset of colonialism. Christian missionaries belonging to L. M. S, C. M. S and Basel Mission began schools originally meant for christians and christian converts and later open to all, where they taught English, Malayalam, a Smattering of social science and General science. Children belonging to lower castes gained education from such schools. Princely states of Travancore and Cochin soon entered the field of education, beginning with Raja's schools established in Trivandrum in 1836.

3. During the early half of 19th century, Malabar had a more widespread system of elementary education. But during the second half, Travancore over took them under Government tutelage. The Grants-in Aid system introduced by the Travancore Government encouraged the formation of schools. A number of Government schools were also opened, but they were restricted to Savarna castes.

4. Late nineteenth century was a period of Social awakening in Kerala. Social reformers like Chattambi Swami and Sreenarayana Guru had begun to spread their activities in Kerala. Sreenarayana built his famous Aruvippuram temple for the untouchable castes in 1888, a year later, a novel that strongly advocated social reform among Nayers, Indulekha was published. Two years later, in 1891, a huge petition demanding the opening of Travancore Govt. services to local population named 'Malayalee Memorial' was submitted to the Travancore Govt. The society was inferment. The lower castes, and communities, hitherto marginalised, came on their own

and began to fight for their rights, a fight led by Dr. Palpu and the great poet, Kumaran Asan. Education was considered a stepping stone for social improvement and hundreds of schools admitting Lower castes were started during the last decade of nineteenth century.

5. The social reform movement, that covered the savarna and the avarna castes alike, laide considerable stress on education, and schools were started in every village. Under the growing pressure from the social reform activists even the Travancore relented on their policy of admitting only savarna children to Govt schools. Special 'Ezhava' schools and 'Pulaya schools' were opened during the early decades of twentieth century.

6. Girl's literacy had gained attention in the Nineteenth century. A zenana model school had started operating from Trivandrum. Govt schools and missionary schools had began to admit girls. Girl's literacy was given considerable emphasis by the social reformers also. Women's literacy in Kerala was far ahead of other regions in India during the early decades of 20th century.

7. There was a tremendous spurt in elementary education in 1930s and 40s all over Kerala. Several factors contributed to this. Education as accepted as the harbinger of a new society by all sections of population and most of them began to send their children to schools. The growth of worker's and peasants movements in the 30s had infused the lowest classes of population with an enthusiasm to get educated and impart education to their children. The spread of nationalism resulted in the growth of the view point that education was an effective tool to light the colonial power. In the Princely states of Travancore and Cochin, and to a lesser extent in Malabar, entering Govt services provided an additional incentive. In Malabar, the Congress Committees, Kissan Sabhas, and Educational Institutions worked side by side in all villages.

8. The effect of this expansion of education could be seen in the spurt on the literacy rates.

By 1951, the literacy rates in Travancore-Cochin had reached 54%, and literacy showed considerable improvement even in Malabar, about 30%. More Crucial was the growth of women's literacy, which almost trebled between 1920 and 1950.

9. The advance in elementary education was not without certain limiting factors. The Statthdam Committee Report, which discussed the educational structure in Travancore state, remarked that the children have developed a contempt for human labour, and are isolated from their natural conditions. Most of the students aimed at a well cuisioned job in the service sector, and the education system hardly catered to the growing needs of industry and agriculture. Kerala showed very little improvement in technical education as compared to the normal art's and science educations. Of course, all these features were in keeping with colonial system, aimed at the developement of an English educated middle class.

10. The debate regarding the governance of the growing educational network was already growing. Several schools managers indulged in open corruption and Nepotism, and ill-treatment handed out to teachers and students by Managers became a major rallying point for teacher's organizations, particularly in Malbar. Although women found employment as teachers, they could not hope to become permanent staff as they would be dismissed on marriage or pregnancy. The teacher's movement became a powerful pressure group clamouring for educational reform. An attempt was made to bring all primary educational institution's under Government control in the Travancore state in 1945. This move was given up under the pressure exerted by managers. In Travancore-Cochin state, restricions were saught to be introduced on the managers under the PSS Scheme but could not be implemented in full. Educational institutions had been transformed into bargaining points for the growing social and economic classes,

11. The expansion of primary education continued after independace. In 1961 about 60% of the Kerala population had become literate and almost every village could now boast of a primary school. Most of the children of school going age now attended school, although many still failed to go beyond the primary level. During the sixties and seventies the emphasis was shiften to setting up high schools. Between 1960 and

1987, the number of high schools had increased by 172% while the number of primary schools increased by 2%. The dropout rate also decreased. Almost the entire population came to have schools within 1-2km. radius from their homes.

12. Although there was expansion in educational institutions, the structure of education still remained in the colonial mould. Arts and science courses isolated from social condition still prevailed, and the entire orientations was towards the creation of the middle class. During the past three decades, children of working classes and farmers have also been receiving schooling and they also aim at obtaining white collar jobs. Education has been increasingly isolated from existing social and developmental problems, and often has been the vehicle for retrograde ideas and social institutions.

13. After the establishment of National Council of educational Research and Training in 1964, there has been some effort at making education more socially relevant and improved syllabi using the NCERT model has been deised. Work experience, and socially useful productive work have introduced. The impact of such efforts have been marginal, and the basic structure of elementry education has remained as before. The sudden spurt in the establishment of English medium 'pre-primary schools' and a large number of recognised schools have only complicated matters by introducing a cultural idiom totally out variance with the developmental priorities and cultural forms of Kerala.

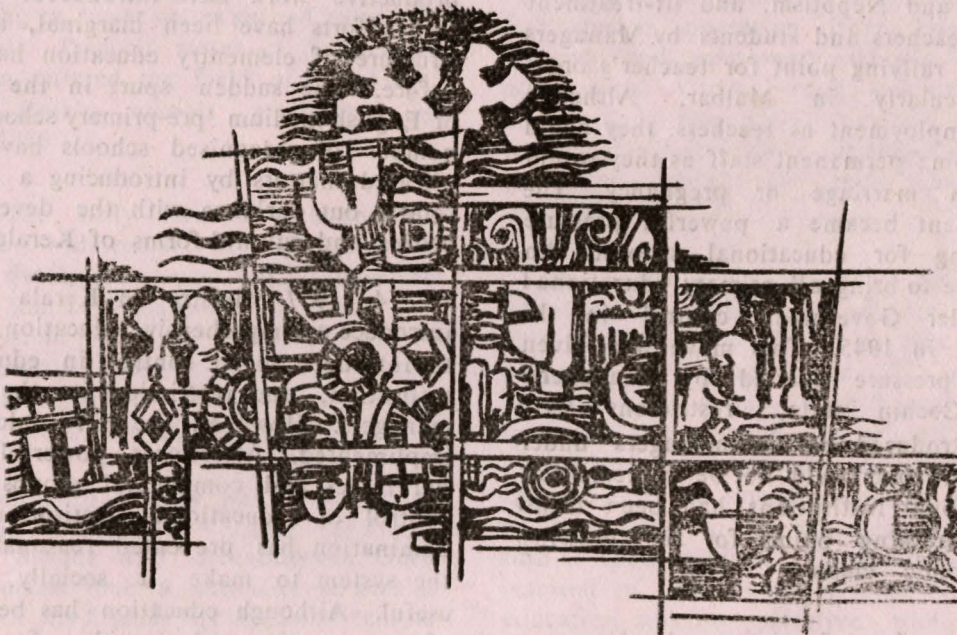
14. 1957 Ministry in Kerala attempted to introduce a comprehensive education bill that sought to introduce social control in education, decentralisation, and restrictions to the powers of the managers. However, the bill could not be fully implimented. Afterwords, powerful caste-communal forces and commercial groups have been in control of educational institutions, and their domination has prevented reasonable reforms in the system to make it socially relevant and useful. Although education has been the hotbed of controversies and struggles for decades, the basic maladies have remained unsolved.

15. Recently, an effort has been made by the KSSP and likeminded organisations working in the educational field. These organisations have been fighting anti-democratic and retrograde tendencies within the education system. They have also been conducting experimental tryouts

of alternative modules in instruction and also alternate syllabi. These efforts mark, the beginning of a serious attempt to devise pedagogic forms which are socially relevant.

16. The tremendous advance elementary education achieved in Kerala was result of multifarious factors - social awakening, political and

economic movements, the realisation of the value of education by the population as whole and the effort to create and acquire alternate job opportunities. It is also clear that further advance in our education system is linked with our vision of development, towards a social structure, which will unfold the creative potential of all human beings, irrespective of caste, religion and class.



TEACHING LEARNING STRATEGIES DEVELOPED BY KSSP

It is very often stated ornamentally that India's destiny is being shaped in her classrooms. This may seem to be an educationally biased statement. But if the word 'classroom' is defined in a more flexible manner so as to include all the activities taking place even outside the formal classrooms this statement is a truer one for any society of the world.

Education, more than any other social activity is a strong agency through which social change can be brought about. India being a developing nation with all its inherent diversities of races, religious customs, traditions etc can be unified only through education.

KSSP also does not look upon education differently. It should be used to alleviate the present problems of the people as well as to make him self sufficient and healthy individual (physically, mentally and socially)

If he has to be such a useful individual of the community he must be given proper training. For giving this training at present we have many institutions like the schools which are very much formal. Ofcourse formal systems are necessary. But the success of this formal system depends up on how effectively we can make this formal system informal.

With this point in mind, KSSP has been striving to improve our formal education system.

KSSP's interest in formal education was born the very day of its inception. Writing science articles in Malayalam medium and making the regional language the medium of instruction have been only the manifestation of aforesaid interest.

Although in the beginning, KSSP's interest in school education manifested itself as energising the science education component of education through school science club activity, the history of the organisation till late has shown that the interest has now pervaded to all the other subjects taught in schools today.

The 'Children's Forum'-Balavedi as it is called in Malayalam-has helped the organisation in both identifying novel techniques as well as in sharpening the existing ones. We have used these forums for creating interest in science through simple improvised science experiments, plays and playway methods, narration, reciting the poems and folk songs and other techniques like dramatisation, simulation etc. The Balavedi activists of the organisation has thus developed a right direction for education activities.

The best way of fostering love and affection between human beings is to link the two families through their children. The festival of children-Balotsavams - has sharpened our tools used in various educational activities. The guest-host way of accomodating the children has gone a longway in fostering intimacy and a sense of oneness among the children of different places, communities and states. The inter-Balavedi, inter-region, inter-district, state level and national level Balotsavams have actually opened up a new possibility in learning process and national integration techniques.

Learning inside school is very often a ritual. Only fragmented, distorted view is presented in the classroom. Although many of the subjects learned in classroom can very well be inter-linked and integrated with other subject as well as with life, it is not usually done. So KSSP has been conducting activity oriented integrated science learning programme. Apart from the statelevel camps in Ernakulam and Thrissur districts Thiruvananthapuram district has been continuously working on it regularly monitoring the field experiences. Thus it has been possible for us to make learning really a pleasurable experience by making it activity and life oriented experiences.

Although Kerala has attained total literacy and has a very high enrolment rate, the quality of education happens to be low. It has also been found that nearly one third of the pupils of various classes of schools of Kerala do not know all the alphabets of their mother tongue. This

sorry state of affairs has been viewed as educational crisis by K S S P. Aksharavedi-alphabet forums have been created in many schools in Kerala. A handbook has been developed by experts to help the teachers handling Aksharavedis. This is not just another class. The strategy employed here is different. A test is administered to identify the pupils. Then a meeting of the guardians of these pupils is held. The need for and philosophy behind the classes are explained to them. The teacher in charge of the programme finds time for Aksharavedi classes either during school hours or outside it. The strategies used are playway methods, songs, improvisations, dramatisation etc. This has proved to be one of the widely appreciated programme of the organisation.

Effective learning is not a single track process. Various strategies will have to be tried out both activities that are inside and outside classrooms. As an out of school strategy, publications of various journals and books have been used successfully by K S S P. 'Eureka' catering to primary classes, Sasthrakeralam, taking up issues of secondary level students and the sasthragathi a magazine for general readership of adults have been used purposefully to see that the teachers and pupils are helped in the teaching-learning process. Also books like 'Diwaswapnam' (Gyjubai Begekha), 'Totochan' (Tetsuko Kuroyanaghi), High School Bhouthikam Adyapaka Sakai (High School Physics-Teachers' Hand Book) were published by us in order to make our activists in the educational field conscious of the various possibilities of experimentation the educational Scenario.

Apart from these, books like Sastrakouthukam, Euthukundu?, Euthukundu?, Euthukundu? (Why?? Why?, Why?,), Engine, Engine, Engine, (How?, How?, How?,) has stirred the minds of children and the adults including teachers with regard to the importance of the cause-effect relationship in the nature and the seasons behind various natural phenomena observable in our daily life.

Balotsava Jatha - Children's Festival Jatha - was used as a medium to try out various classroom and outside classroom strategies developed by KSSP like puppetry, simulation dramatisation and lowcost learning aids. In this programme where a group of teacher activists of KSSP went round from school to school for a period of about one month showing the pupils as well as the teachers the possibility of the above mentioned techniques in making learning a pleasurable experience

with respect to the various subjects of the schools. The experience of KSSP in these jathas was really encouraging. The informal interaction of the jatha members and the pre-jatha activists did give us a clarity of the type of work one should take up in the ordinary schools of Kerala.

KSSP has been conducting Eureka Science Talant Search Examinations and Sasthrakeralam Science Talant Search Examinations for the benefits of primary pupils and high school pupils for many years. This has created motivation for extra reading among the pupils of Kerala to a great extent. Books written on topics of scientific interests used to be prescribed for these examinations apart from our magazine and their own text books. From last year KSSP has radically revamped these Talent Search Examination. Care has been to see that the techniques used here can be replicated in classrooms of our schools.

in our schools testing is a torture for the pupils. It has to be made a pleasurable experience for them. Further testing is usually done only in the cognitive domain. Other domains are either totally neglected or are given the least importance. In the new pattern of Talent Search Examinations called 'Vijnanolsava' the evaluation of all the three domains are given due importance. Further, the cut-throat competition aspect among pupils is minimised in the examination. This year in the second phase of the examinations which is propose to be conducted in a camp form, some newer strategies of evaluations like testing the pupils in his area of choice giving credit to his total interaction in the camp etc. are going to be tried out.

During this academic year we have tried to integrate the techniques developed by K S S P to make classroom learning more interesting and activity oriented in classes I to IV. Elements of improvisation, simulation, dramatisation, demonstration, play way methods etc. are all given due share in developing various teaching - learning processes.

Using these techniques, the various subjects taught in classes of I to IV are broken up into activities which are pupil centered, environment based and life oriented. Those detailed activity plans are passed on to the teachers and they are trying out these activities in about 10 to 15 schools of each of the 14 districts of Kerala. We are closely monitoring it. After this year's tryout, K S S P proposes to extend this to other schools of the states in a phased manner.

We do not claim to have used novel classroom techniques. But we have used only the existing techniques. We have proved the possibilities and effectiveness of various strategies in teaching-learning process going on inside the class room in the learning of various subjects.

Apart from the strategies explained above, some of the informal strategies employed in formal education have been wallmagazines, story-riddles, old sayings, folk songs, folk art, improvisations, origami, science parliaments, star observation, medical camps including blood group identification, manuscript magazines, lie stories ornamental improvisations and puppetry.

The programmes and strategies described above are all only a part of the concerted effort of KSSP to change the existing educational scenario through class rooms. We know that any permanent change can be effected only if a change is brought about in the every frame of the system. Hence KSSP has planned and organised many people action programmes. Care has been taken to see that in these movements every section of the society participates, The Educational Corruption Enquiry Commission, Anti - Polytechnics and other minor as well as major movements are only some examples for these type of activities out side the classroom, Thus KSSP believes that we had a good share of contribution in making the educational scenario in Kerala better and more pleasurable.

CENTRES OF TEACHERS EXCHANGE PROGRAMME AND PARTICIPANTS

Guest State	Host District	Centre	No. of Teachers			No. of Students			Total
			M	F	T	M	F	T	
Assam	Thrissur	Kechery	14	—	14	28	—	28	42
Bihar Team A	Palakkad	Koppam	15	—	15	17	2	19	34
" B	Thrissur	Kechery	14	—	14	22	—	22	36
Bengal Team A	Kannur	Sivapuram	11	—	11	11	9	20	31
" B	Kozhikode	Baluserry	9	2	11	14	7	21	32
" C	Thrissur	Kechery	10	1	11	11	6	17	28
Gujarath	Kottayam	Mevida	7	5	12	15	6	21	33
Haryana Team A	Allappuzha	Pathiyoor	5	5	10	18	2	20	30
" B	Ernakulam	Ankamaly	7	3	10	14	6	20	30
" C	Thrissur	Trithallur	6	4	10	15	5	20	30
Himachal Pradesh	Thrissur	Kechery	8	2	10	10	10	20	30
Madhya Pradesh Team A	Kollam	Mukathala	5	5	10	11	10	21	31
Team B & C	Trivandrum	Ventaramoodu	3	17	20	35	5	40	60
Maharashtra Team A	Wyanad	Pulpally	7	3	10	14	6	20	30
Team B	Thrissur	Kechery	7	4	11	12	8	20	31
Orissa Team A	Malappuram	Marakkara	4	4	8	9	11	20	28
" B	Thrissur	Kechery	8	4	12	9	11	20	32
Puniab	Thrissur	Kechery	5	2	9	11	3	14	21
Rajasthan	Pathanamthitta	Adoor	6	4	10	10	7	17	27
Uttar Pradesh	Kasaragode	Trikkarippur	9	3	12	21	2	23	35
Total			160	68	228	307	116	423	651

VIGNANOTSAVAM - THE FESTIVAL OF KNOWLEDGE !

With full co-operation of the State Department of Education and Directorate of Public Instructions, KSSP is launching a number of activities to promote Science education in schools. The most important of them are the Eureka Talent Tests for primary and upper primary children, Sastrakeralam Quiz for High school students and Sastragathi Talent Tests for college students. These 'test's were well received by students, teachers and parents because of their unique nature. The learning process has been described by many people in different ways. KSSP thinks that school science should be based on the concepts that education is concerned with:

- learning to learn
- learning to live
- learning to work.

Scientific method is used extensively in the modern world. Young people, whether or not they become future scientists or technicians, should develop skills of observation, recording, classifying, asking questions and seeking answers, objectively assessing information or interpreting situations. These skills can be best achieved through a systematic study of science. KSSP took pains to design syllab for the above tests in such a way that, it encourages, students to be open minded in asking questions and objective and accurate in interpreting results.

Children in India, growing up in increasingly technological surroundings will need to develop some understandig of the social effects of science both on individuals and on a democratic society.

Eventually they will be asked to make value judgements on many important issues so it is one of the aims of these tests to foster a spirit of unbiased enquiry and objective evaluation of evidence. By also studying some of the important events in the history of science the student should be more able to judge the impact of science on the culture in which they live. This aspect was also taken care of in designing these tests.

KSSP has been conducting Eureka Talent Tests, Sastrakeralam Quiz for school children since 1972 with the active co-operation and help of the depart-

ment of education. The setting of the question papers, and printing were done by KSSP. Distribution of question papers, conductance and evaluation were arranged by the Assistant Education Officers of the education department. Till last year these tests were conducted at three levels, viz, school, sub district and district. Winners of the lower levels were qualified to appear the tests at the higher levels. With in a short period the talent tests became very popular and more more students came forward to participate in them. But the 'prestige' that has come to be associated with the tests produced certain undesirable effects. Institutions have been started to 'coach' the students for the tests and commercial publishers came out with 'guides' for these tests. Unhealthy competitions among the students forced the organisers to redesign these tests so as to make them more sceintific.

There has been a conscious attempt to play down the competition aspect, decentralize the programme, inject greater festive and game spirit and to reform the techniques of examination. From last year on-wards, KSSP launched a new pattern of science talent tests now known as Vignanotsavam. In order to make it more popular, the first level of test starts from the panchayath. The participants from all the schools in a Panchayath are directed to assemble in one or two centres. In each center a Vignanotsava samithy consisting of of educationalists, teachers, parents, officials, general public would in charge of organising Vignanotsavam. Intending students have to register their names and this is done through the head of the institutions. Samithi members go from one school to another to spread the message of Vignanotsavam. A number of ancilliary activities are arranged to create awareness and tempo. The centres well decorated to have a festive look. Many interesting games were designed and group songs were composed for that particular occasion. The children played together and sang together before the actual test started. This reduced so the called 'examination fever'. At about 11 a. m, they were arranged into 3 groups - LP. UP. and HS. They have to face sepatate tests. Each group was suddivided in to batches of forty students and ten examiners

(teachers from neighbouring schools) were assigned to each batch. The test consisted of quiz type questions divided in two parts. The first part had several novelties. It was intended to test the students capacity for observation, his sense for measurements like time, length, etc., cognitive capacity of sensory organs (recognising an object by smell, touch etc.) and the like. One third of the questions in this part were about their own panchayaths and and these questions were prepared by local academic cell of Vignanotsavasmithi. Given below are some sample questions. A few objects like stone, leaf, chalk, flower, pen, coconut, cotton etc (12 objects for LP, 15 for UP, 20 for HS) were placed on a table. Students were asked to observe them for few minutes and to go back to their seats. Then they were asked to write down the names as many objects as they can remember.

Two sounds were produced separated by definite time interval 10, 15, 20 seconds for LP, UP, HS respectively). The students had to guess the interval. A rod of a particular length and a newspaper were shown to the students. They had to guess how many times the length of the rod would make the target side of the newspaper.

Students were allowed to smell (they are not allowed to see the object) on object. Then they had to identify the object.

A leaf was shown to the students and they were asked to which tree it belongs.

A few seeds were shown and the participants had to name them.

The second part of the test was of the usual type consisting of questions, testing information, memory, intelligence, application of knowledge, mathematical skills etc. About 30 % questions were taken from Eureka and Sastrakeralam the science - Magazines published by KSSP.

The first part of the test evoked great interest among students as well as teachers. It was a variation from the beaten track. The atmosphere through out was very lively with all students actively participating. Many teachers later expressed the opinion that school examinations them selves have to be modelled in this fashions.

The winners as well as losers were given prize by the local Vignanotsavasmithi. The students were also served with light refreshments.

The best five students from the panchayat level tests were qualified to appear for the tests at the sub-district level. The best five from this level were selected to appear for the test at the district level. As they go up the students had to face tougher questions. but still they liked them.

This year KSSP has plans to conduct a number of ancilliary activities in connection with the Vignanotsavam. Drawing competition for children, story telling competition, little science festival, a discussion on education policy, work shop for primary teachers etc. are to be conducted. KSSP is trying to involve all people who are interested in the field of education in this Vignanotsavam. KSSP thinks these Vignanotsavams would serve as catalytic agents to evolve a new method of teaching and evaluation.

The organisation of these Vignanotsavams requires lot of man power. There are about 998 panchayats, 40 municipalities and 3 city corporations in Kerala. KSSP was able to organize Vignanotsavams in 936 centres. More than 200000 students participated in it. 60000 people (teachers, parents, volunteers) were involved in the conductance of these tests. They worked for it with out taking any remuneration. About Rs. 1,500/- was spent per centre. The money come form local people. The total expenses incurred come about Rs. 14,00,000/-.

The most noticable and healthy trend observed in the new type of examination was that children coming from elite families who used to score high marks in school examinations did not dominate here. Ordinary students coming from ordinary schools were able to score high marks. The skills of observation and psycho-motive abilities got a chance for expression.

KSSP learned a lot from these experiments. A lot of things yet have to be done to improve these Vignanotsavams. KSSP hopes that as years go by a perfect method of evaluating the school children would be evolved from these experiments.

PROGRAMME

Sept. 7 Monday :

Reception of Delegates, Gramadarsanam,
Inauguration.

Sept. 8 Tuesday 8-30 a. m. — 9-30 a. m.

Pookkalamalsaram for children

10-00 a. m. — 01-00 p. m

World Literacy Day Celebration

10-00 a. m. — 10-45 a. m.

How did Kerala achieve total literacy
Presentation by host activist

10-45 a. m. — 11-30 a. m.

Exhibition related to literacy activity

11-30 a. m. — 12-15 p. m.

Sharing of experience with neoliterates and
literacy activists.

12-15 p. m. — 01-00 p. m.

Literacy activity in the guest state.
Presentation by Guest-activist.

03-00 p. m. — 07-00 p. m.

Enjoying Onam Festival

Sept. 9 Wednesday : 'Onavirunnu'

Sept. 10 Thursday

'Learning is pleasure'

09-00 a. m. — 09-45 a. m.

Innovative teaching technology developed by
KSSP — Presentation.

09-45 a. m. — 10-30 a. m.

'Terrorist', 'Mullakka's Horse'—Puppctry
presentation in Hindi.

10-30 a. m. — 12-15 p. m.

Practical orintation in puppetry in learning
process.

12-15 p. m. — 01-00 p. m.

Presentation of learning tools developed
by KSSP.

02-00 p. m. — 05-30 p. m.

'Kalikkootam' for children

02-00 p. m. — 03-30 p. m. : Drawing wall Pictures

03-30 p. m. — 04-30 p. m. : Honey hunting

04-30 p. m. — 05-30 p. m. : Kite making

Sept. 11 Friday : 'Learning is pleasure'

09-00 a. m. — 11-00 a. m. : 'Vignanol sav'

11-00 a. m. — 12-50 noon

Presentation of Innovative teaching techniques
adopting in science teaching by Guest —
Presentation.

12-00 noon — 01-00 p. m.

Games as a learning technology.

02-00 p. m. — 05-30 p. m.

'Kalikkootam' for children.

Sept. 12 Saturday : Teachers Gathering

09-00 a. m. — 9-45 a. m.

Universalsation of Elementary Education in
Kerala — a historic perspective.
Presentation by host activist

09-45 a. m. — 10-30 a. m. : Discussion

10-30 a. m. — 11-15 a. m.

Prospects of Elementry Education in Guest
state — presentation by Guest activist.
(historical perspective, present status, herdles
in attaining U. E. E.)

11-15 a. m. — 12-00 noon : Discussion

12-00 noon — 01-00 p. m. : Strategies for U. E. E.

09-00 a. m. — 12-00 noon

'Kalikkootam' for children

02-00 p. m. 07-00 p. m. : Study cum pleasure trip.

Sept. 13 Sunday — 9-00 a. m. — 11-00 a. m.

Text-Book auditing and comparison. Present-
ation by Guest and host. (Value judgement:
Environment Conciousness, gender equity,
socialistic and demonstratic values, secularism,
small family etc.)

11-00 a. m. -- 01-00 p. m.

Demonstration of new teaching modules pre-
pared by KSSP.

09-00 a. m. — 11-00 a. m.

For children. Wall magazine : 'The Camp'

11-00 a. m. — 01-00 p. m. : Puzzle

02-00 p. m. — 03-00 p. m. : Camp Evaluation

03-00 p. m. — 04-00 p. m.

Concluding Ceremony

KERALA SASTRA SAHITYA PARISHAD

The Kerala Sastra Sahitya Parishad is a people's Science Movement engaged in a spectrum of activities for popularising Science and scientific temperament. KSSP believes that Science is a powerful tool for the social transformation. Though the KSSP emerged as a science writers forum, it has now grown into a people's science movement of about half a million active membership which varies from Scientists to science communications, doctors, engineers, teachers, professors, peasants, jobless and oppressed.

The KSSP serves as catalyst agency for the emergence and growth of people's science Movements all over India. The wide variety of activities of KSSP include innovative research and development in rural technology and its dissemination, writing and publishing science books and periodicals meant for common people, development and propagation of innovative concepts in education both formal and informal, organizing peoples' resistance against environmental pollution, deforestation, wrong health policies, misuse of drugs, unscientific developmental policies, exploitation of women etc.

The literacy campaign initiated by KSSP with the active and voluntary participation of the peoples and with the co-operation of governmental agencies have been highly successful.

Apart from the conventional communication tools KSSP developed a new form of Science Communication namely Sastra Kala Jatha. The people of Kerala welcomed this with much enthusiasm. The inspiration that it imparted all over India for the emulation of peoples' Science Movement have been very much recognized.

KSSP had been the recipient of the coveted Indira Gandhi Paryavaram Puraskar for the year 1988 as well as the King Sejong UNESCO Award for Literacy in 1990 and numerous other awards.

BHARAT GYAN VIGYAN SAMITHI

CHARTER

- ☐ To identify, orient and network committed individuals and organisations so as to build a people's network to provide grass-roots support to total literacy campaigns.
- ☐ To work amongst the people and to interact with officials, intellectuals, teachers, political parties, voluntary groups, trade unions and service associations and people from all walks of life so as to continuously build an environment that welcomes, encourages and facilitates total literacy campaigns.
- ☐ To assist in planning and conduct of all aspects of the total literacy campaign—environmental building, training and monitoring—in such a way as to ensure that the spirit of a people's movement is preserved and strengthened.
- ☐ To contribute to the evolution of the district literacy organisations and to build the BGVS organisation in the district and state level in such a manner that literacy campaigns become the beginning of a sustainable process. Such a process should lead to post literacy immediately and subsequently to universal elementary education, women's development, a health movement, a cultural awakening and eventually empowerment of the people. With the knowledge, organisation and confidence gained from total literacy campaigns and subsequent programmes, these processes should lead to a more democratic society where people can and do decide the course of their development.

For further information contact

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