



VIEWS AND PERCEPTIONS OF COMMUNITY LEADERS ON MASS LITERACY CAMPAIGN

¹Arup Kumar Ghosh

¹Research Scholar of Education, Department. Education, CMJ University, Jorabat, Meghalaya

²Dr. Nikhil Kumar Datta (Professor)

²Research Supervisor of Education, Department. Education, CMJ University, Jorabat, Meghalaya

³Dr. Kartik Maiti (Assistant Professor)

³Co-Supervisor of Education, Department. Education, CMJ University, Jorabat, Meghalaya

ABSTRACT

Literacy is traditionally understood as the ability to read, write, and use arithmetic," according to Ugwegbe (2003), but the modern definition of literacy has been expanded to include "the ability to understand, communicate, and gain useful knowledge through the use of language, numbers, images, computers, and other basic means," as well as "the ability to use language, numbers, images, computers, and other basic means to understand, communicate, and gain useful knowledge through the dominant symbol systems of culture. The PurbaBardhaman district is chosen as the principal location for the case and is conceptualized as an empirical and generalized unit of analysis in this study. The investigator personally collected information on the literacy movement in PurbaBardhaman district for the current investigation in a stepwise approach including both primary and secondary data. The acquired data was examined qualitatively in this study, taking into account the nature of the data at hand. Furthermore, a percentage analysis was performed in order to analyse the status of the literacy campaign and the process utilized in its implementation in terms of increase in learner enrolment and the views of community leaders.

Keywords – Mass literacy campaign, community leaders, Purba Bardhaman, Saakshar Bharat Mission etc

1. INTRODUCTION

1.1 Overview

India is the world's second most populous country, and democracy is meaningless without literacy. It is, in general, a method of broadening and enlightening the mind, allowing the individual to achieve a status that allows him or her to become a meaningful functional member of the democratic society. There is a formal education system, which includes nursery, kindergarten, primary, secondary, and post-secondary education. Literate society refers to all types of learning that occur, whether formal or non-formal (and this includes informal learning as well), non-formal stream which includes adult education/literacy as well.

Education is a powerful tool for bringing about national development. Educating people entails providing citizens with opportunities, which leads to an anti-poverty policy. Individuals are politically and economically empowered by education, which ensures social prosperity and competitiveness among individuals and, by extension, the nation. Recognizing the importance of education, the



Federal Government adopted Article 26 of the 1948 Universal Declaration of Human Rights, which states that everyone has the right to education and that education is free and compulsory up to the elementary levels. The 1999 Constitution, as modified, gave legislative sanction to these treaties, declaring that education should be free and obligatory from primary to university levels whenever possible. These treaties were put into operation on June 25, 1990, when the Ministry of Mass Literacy, Adult, and Non-Formal Education was founded with the primary goal of improving the country's literacy rate. Continuing education, adult and non-formal education, liberal, sandwich, part-time, and distance education programmes are all included in the Mass Literacy, Adult, and Non-Formal Education component. The country's priority became widespread literacy.

1.2 Literacy

Literacy is defined as "a skill of reading, writing, and arithmetic, as well as the ability to apply them in one's daily life." It implies not only the ability to read and write but also something more; that is, the concept of literacy extends beyond simply being able to read and always intended the ability to read with meaning and understanding.

1.2.1 Adult Education

Adult education is defined as "a process in which persons who no longer attend school on a regular and full-time basis (unless full-time programmes are specifically designed for adults) engage in sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, undertaking skills, appreciation, and attitudes with the goal of identifying and solving personal or community problems".

1.3 Mass Literacy Approach

'Education for all' is defined by the term 'mass literacy.' Massive changes in social order can be facilitated through mass literacy campaigns, as has been proved all across the world. By strengthening the process of fast change, mass literacy unavoidably takes on the challenge of people's political, social, and economic marginalization. "A mass literacy strategy aims to make all adult men and women in a country literate within a set period of time. Literacy is considered as a means to a variety of goals, including economic, social-structural, and political goals." This necessitated massive resource mobilization and commitment, which would have been impossible to achieve under any other circumstances. Because of the campaign's mass appeal, a significant number of people were able to engage as learners, instructors, or in one of the many other positions available in literacy programmes. Thus, through a campaign, it is critical to build a literate environment in society in order to ensure universalization of elementary and adult education and to achieve general quality, ensure sustainable development, and address other social and moral issues, such as child mortality. A set of actions that are structured and designed to reach a specific aim, series, and area of engaging a specific type is referred to as a campaign.

The concept of 'mass literacy' is central to the concept of 'education for all.' It has been demonstrated all over the world that massive changes in social order can be facilitated by mass literacy efforts. By empowering the process of rapid change, mass literacy inevitably takes on the challenge of people's political, social, and economic marginalization.



2. REVIEW OF LITERATURE

Violet Ekpenyonget. al, (2021) - It explored the repositioning of adult education as a "tool for eradication of mass illiteracy for social transformation and good governance in Nigeria" in order to combat illiteracy and promote good governance. Education has traditionally been regarded as a means of realising the developmental aspirations of nations, with the belief that it may help to eliminate such problems as unemployment, illiteracy, poverty, and instability. The concept of adult education, as well as its prospects and difficulties, were examined. The term "adult education" is defined as any education provided to adults that is based on their sociopolitical, cultural, and economic needs or problems in order to enable them to fully adjust to changes in their lives and society. Adults' social, political, cultural, and economic needs or problems are defined as follows: The report went on to discuss the need of repositioning adult education in Nigeria for the eradication of illiteracy and unemployment as well as for national development.

Norma Romm, Mpho Mildred Dichaba (2015) We describe our methodology for evaluating the South African KhaRiGude Mass Literacy Campaign, with a focus on its impact in the Eastern Cape region. Specifically, we present an account of focus group sessions performed in 2013 and again in 2014 with volunteer educators and prior learners who were involved with the campaign. We are particularly interested in the manner in which relationships with these participants and with coordinators in the province were built in order to produce the findings presented here. This paper describes how our evaluative goal, which was to promote literacy initiatives as a human right, might be understood as incorporating a social justice agenda (as in developmental evaluation) in that it was targeted at improving access to literacy services.

Bob Boughton (2010) In order to begin work on a national literacy campaign in Timor-Leste, eleven Cuban educational advisers arrived in the country. With the help of the Yo, S Puedo (Yes I Can) programme, which is popular in Latin America, the Cubans educated over 400 local instructors to run classes in every area of the country, utilising a system they term 'alphanumeric' and delivering it through audiovisual technology, which they called 'alphanumeric'.. In this paper, based on original research conducted in Timor-Leste between 2004 and 2009, as well as additional investigations conducted in May 2010 in Havana, Cuba, the author describes the Timor-Leste campaign, situating it within the historical commitment of the country's independence movement to adult literacy, as well as the broader context of the Cuban government's international literacy initiatives.

GbadeboOyeniranOyelekan(2006) The ultimate goal of the Federal Government of Nigeria's mass literacy initiatives, which began in September 1982, was to eliminate illiteracy in the country by the year 2000, according to the Federal Government of Nigeria. In order to attain this goal, numerous organisations, such as the National Commission for Mass Literacy, Adult and Non-formal Education, the Agency for Mass Literacy, and others, were founded.

Rao (2005) Evaluation of Mass Literacy Campaign in Nellore District, Andhra Pradesh) undertook a study with the goal of determining the literacy accomplishment and rate of the district by administering tests to a random sample of learners in Nellore. According to the findings of the study, in the area of Literacy Performance I Muslim and Christian learners outperformed Hindu learners on the reading and writing assessments. Students who were married had fared significantly better on the Reading and Writing assessments than students who were not married.



3. RESEARCH METHODOLOGY

3.1 Research Method

In this study, the researcher used a case study method of phenomenological inquiry with the help of a variety of methodologies such as (i) historical research (provides a method of investigation to discover, describe, and interpret what existed in the past) and (ii) descriptive research (provides a method of investigation to discover, describe, and interpret what existed in the past) (provides a method to study, describe and interpret what exist at present).

3.2 Research Design

Empirical research design has been used in this study.

3.3 Data Collection Sources

The investigator personally collected information on the literacy movement in PurbaBardhaman district for the current investigation in a stepwise approach. The investigator interviewed the Chairman, Vice-Chairman, Director, Executive Director, Cum Co-coordinator, and Programme Co-ordinator of SRC, Kolkata in the first phase, the Chairman, Secretary, and DPO of ZSS, PurbaBardhaman in the second phase, and the District Co-coordinator, Community Leaders, and Field Functionaries of SBM-2012, PurbaBardhaman in the third/final phase. Aside from that, the researcher looked through and evaluated a variety of reports and records.

The following secondary and primary data sources were used by the researcher in this study:

3.3.1 Secondary Data

Data for the historical perspective of the case study describing the process involved in the numerous literacy initiatives in PurbaBardhaman district from 1992 to March, 2013 was obtained from secondary sources, and for this purpose, a number of libraries were examined, including:

- West Bengal University, Kolkata, Library.
- Punjab University, Chandigarh, Library.
- State Resource Centre, Sanjauli, Library.
- West Bengal Institute of Public Administration, Kolkata, Library.
- The Various Departmental Libraries of West Bengal. Kolkata.
- Integrated Institute of Bengal Studies, Kolkata, Library.
- Annual reports, financial estimate reports, agenda meeting reports
- Newsletters and manuals for the Chairman, Director, Co-coordinator, and literacy campaign participants.
- Procedures for administering and evaluating the examinations.
- Study materials for PurbaBardhaman district neo-literates, semi-literates, and illiterates.
- Minutes of MLC's different conferences and meetings in the PurbaBardhaman district.
- Reports from several agenda meetings relating to the new delivery system for SBM-2012, as well as external agency evaluation reports triggered by the National Literacy Mission.



3.3.2 Primary Sources

The researcher used primary sources for the first-hand information that was not available from secondary sources. Data for the descriptive phase of the case study, which focused on the ongoing and current status of MLC for SBM-2012, was gathered using comprehensive interview schedules from:

Various Authorities as:

- SRC, Kolkata's Chairman, Vice-Chairman, Director, Executive Director, Cum Co-ordinator (Material Production), and Programme Co-ordinator
- SBM-2012 community leaders, literacy functionaries, literacy brand advocates, and management members.
- ZSS, PurbaBardhaman, Chairman, Secretary, and District Project Officer
- Personal information (original draughts of speeches and pamphlets).
- Take photographs, videos, and audio recordings of events.
- Official records (minutes of governing body meetings, annual reports, cumulative records of dramas and examinations, and administrative orders) and literacy brand ambassadors' literacy stories.

3.4 Development of the Research Tools

The following research tools for gathering relevant data have been designed and validated by the investigator herself.

- Interview schedule for the Chairman/ Vice-Chairman of the Board of Governance / Director of the SRC in Kolkata.
- Schedule of interviews for the positions of Executive Director Cum Co-ordinator (Material Production)/ Programme Co-ordinator, SRC, Kolkata/ District Project Officer, ZSS, PurbaBardhaman/ District Co-ordinator, SBM-2012, PurbaBardhaman.
- ZSS, PurbaBardhaman, Chairman/Secretary Interview Schedule.
- Interview schedule for SBM-2012 Community Leaders in PurbaBardhaman.

Interview Schedule for SBM-2012 Field Functionaries in PurbaBardhaman

3.5 Interview Scheduling Administration

The researcher personally sought information about various issues involved in the SBM-2012 literacy campaign in PurbaBardhaman district from various strata of people, including officials, in-charges, community leaders, and field functionaries, through face-to-face interviews with the help of interview schedules designed for each of the specific groups. Certain observations were also taken in order to cross-validate some of the information supplied by the respondents as well as gain insight into the relevant topics in order to meet the qualitative approach's standards in the analysis, evaluation, and reporting of the data.

3.6 Analysis of Data

The acquired data was examined qualitatively in this study, taking into account the nature of the data at hand. The progress report and status of SBM-2012 in the PurbaBardhaman district of West Bengal



were studied using 'documentary analysis.' Furthermore, a percentage analysis was performed in order to analyse the status of the literacy campaign and the process utilized in its implementation in terms of increase in learner enrolment and the views of officials and community leaders. Additionally, information was acquired through interviews with several officials participating in the SBM-2012. The responses of different officials to closed and open-ended questions in the interview schedules were studied using the 'content analysis' technique.

4. DATA ANALYSIS AND RESULTS

The following is information about community leaders, including their socio-demographic profile and participation in the literacy movement and development activities of MLP for SBM-2012, which was conducted in PurbaBardhaman's disadvantaged areas:

4.1 Profile Socio-Demographic

The following tables show the distribution of community leaders by sex, age, education, social class, occupation, income, employment, and appointment:

Table 1: Gender and age distribution of community leaders

Age (In Years)	Field Functionaries				Total (Male & Female)	
	Male		Female		Number	Percentage
	Number	Percentage	Number	Percentage		
15-24	5	16.66	1	3.33	6	20.00
25-34	10	33.33	1	3.33	11	36.66
35-44	4	13.33	4	13.33	8	26.66
45-55 yrs & above	3	10.00	2	6.66	5	16.66
Total	22	73.33	8	26.66	30	100.00

Table 2: Gender and educational distribution of community leaders

Educational Level	Field Functionaries				Total (Male & Female)	
	Male		Female		Number	Percentage
	Number	Percentage	Number	Percentage		
Matriculation	-	-	1	3.33	1	3.33
Secondary	6	20.00	4	13.33	10	33.33
Graduation	9	-	1	3.33	10	33.33
Post-Graduation & Higher Education	5	16.66	1	3.33	6	20.00
Any other professional qualification	1	3.33	2	6.66	3	10.00
Total	21	70.00	9	30.00	30	100.00



Table 3: Social class distribution of community leaders

Social Class	Field Functionaries				Total (Male &Female)	
	Male		Female		Number	Percentage
	Number	Percentage	Number	Percentage		
Scheduled Caste	3	10.00	3	10.00	6	20.00
Scheduled Tribes	4	13.33	2	6.66	6	20.00
Other Backward Class	5	16.66	4	13.33	9	30.00
General	6	20.00	3	10.00	9	30.00
Total	18	60.00	12	40.00	30	100.00

Table 4: Occupation-Based Distribution of Community Leaders

Occupation	Field Functionaries				Total (Male &Female)	
	Male		Female		Number	Percentage
	Number	Percentage	Number	Percentage		
Agriculture	2	6.66	3	10.00	5	16.66
Horticulture	3	10.00	2	6.66	5	16.66
Sericulture	2	6.66	2	6.66	4	13.33
Business	4	13.33	5	16.66	9	30.00
Government Employee	1	3.33	2	6.66	3	10.00
Semi-Government Employee/Private	1	3.33	1	3.33	2	6.66
Any other, please Specify	2	6.66	-	-	2	6.66
Total	15	50.00	15	50.00	30	100.00

Table 5: Income Distribution of Community Leaders on a Monthly Basis

Monthly Income (In Rs.)	Field Functionaries				Total (Male & Female)	
	Male		Female		Number	Percentage
	Number	Percentage	Number	Percentage		
Less than 3000	4	13.33	3	10.00	7	23.33
3001 -4000	7	23.33	2	6.66	9	30.00
4001 -5000	4	13.33	3	10.00	7	23.33
5001 -6000	2	6.65	1	3.33	3	10.00
6001 -7000 and above	3	10.00	1	3.33	4	13.33
Total	20	66.66	10	33.33	30	100.00



Table 6: Employment distribution of community leaders

Employment	Field Functionaries				Total (Male & Female)	
	Male		Female		Number	Percentage
	Number	Percentage	Number	Percentage		
State Resource Centre, Kolkata	8	26.66	7	23.33	15	50.00
West bengal Gyan Vigyan Samiti, Kolkata	5	16.66	4	13.33	9	30.00
Zilla Saaksharta Samiti, Purba Bardhaman	3	10.00	3	10.00	6	20.00
Total	16	53.33	14	46.66	30	100.00

Table 7: Community leaders according to the selection system

Selection Criteria	Field Functionaries				Total (Male & Female)	
	Male		Female		Number	Percentage
	Number	Percentage	Number	Percentage		
By interview	8	26.66	1	3.33	9	30.00
By nomination	9	30.00	1	3.33	10	33.33
Voluntary	5	16.66	4	13.33	9	30.00
Any other criteria	1	3.33	1	3.33	2	6.66
Total	23	76.66	7	23.33	30	100.00

From the above tables, it can be concluded that:

- The majority of male community leaders were between the ages of 25 and 34, and the same was true for female community leaders between the ages of 35 and 44. The total participation shows that the age range of 25-44 years has the highest number of community leaders.
- The educational status of community leaders (both males and females) from secondary to graduation was average; however, it was found to be rather high and encouraging in the case of male community leaders when compared to female community leaders.
- The vast majority of community leaders came from the lower classes and the general public, with a significant percentage belonging to the SC and ST categories.
- The majority of community leaders worked in the business sector, with only a few in agriculture, horticulture, government service, private sector, or semi-government. Other vocations were represented on the left.
- The bulk of community leaders' monthly incomes varied from Rs. 3001 to Rs.

5000, with only a handful earning less than Rs. 7000 and a significant number earning less than Rs. 3000.

- The bulk of community leaders were chosen from SRC in Kolkata, a smaller number from HGVS in Kolkata, and none from ZSS in Purba Bardhaman.



- Interviews, voluntary participations, and nominations were used to pick the majority of community leaders, with other selection techniques used in a smaller number of cases.

As a result, the majority of community leaders working in the literacy movement were from the backward and general population, with average educational status, working in business, agriculture, and horticulture-related occupations, and having an average socio-economic status, according to the researcher. Women's involvement in the literacy campaign was very encouraging. The community leaders received SBM-2012 training from a variety of training centres, including NLM, MHRD, Gol, New Delhi, refresher courses in Dehradun, and IIRD, Jaipur, with the goal of developing motivational and management skills in literacy campaigns for a maximum of fifteen days during literacy programmes.

4.2 Community Leaders' Social Activism

The researcher asked community leaders to respond to questions concerning their membership in several local level groups in order to estimate their activation level.

Table 8: Organizational Membership at the Local Level

Organization	Responses	
	Number	Percentage
Youth Club	30	100.00
MahilaMandal	25	83.33
Co-operative Society	29	96.66
GzamSabha	10	33.33
ZillaSaakshartaSamiry	23	76.66
Any other organization	14	46.66

All of the community leaders were members of the youth club, and the vast majority of the community leaders were members of co-operative societies and mahilamandals, as shown in table 8. MahilaMandal members made up 83.33 percent of community leaders, while Co-operative Society members made up 96.66 percent. There was a large number of community leaders who were members of ZSS, PurbaBardhaman, a local level organization dedicated to the development of impoverished groups in PurbaBardhaman. It may also be concluded that community leaders who are Gram Sabha members played an important role in the implementation of SBM-20 12, a literacy programme.

On the basis of the performance of the reasons offered by community leaders for joining the literacy campaign, as indicated in table no. 9, the reasons given by them have been translated into ranks.



Table 9: Motivations for Enrolling in a Literacy Program

Aspect	Rank
To earn some additional/ extra income from the literacy campaign	VI
It is an opportunity/ for social service	II
To increase knowledge and professional competency	
To keep oneself busy	V
To gain popularity among the people	IV
Opted as a professional/ volunteer mission	I
Any other reason, Specify	VII

The following are the most essential reasons for launching the literacy campaign, in order of community leaders' preferences:

- In the capacity as a volunteer mission.
- Possibility of social service.
- For the sake of professional competence and knowledge.
- To gain favor among the general public.
- To occupy one's time.
- To supplement your income.

Playing an effective catalytic role as social activists for the cause of community development, a crucial issue for policy makers and implementers, and its identification as such types of people who worked for the success of SBM-2012

In light of the foregoing considerations, it can be stated that community leaders joined the literacy movement for the sake of social welfare and the success of mass literacy in the PurbaBardhaman district.

4.3 Community Leaders' Participation in the Literacy Movement

Table shows the engagement of community leaders in various literacy movement activities during SBM-2012.



Table 10: Participation of Community Leaders in the Literacy Movement for Mass Education Programme

Activity	Response	
	Number	Percentage
Persuading neo-literates, semi-literates and illiterates to join the literacy movement	30	100.00
Enrolment of neo-literates, semi-literates and illiterates to join mass education programme	30	100.00
Encouraging the neo-literates, semi-literates and illiterates to participate in cultural programmes	30	100.00
Cooperating with volunteers in literacy movement	30	100.00
To approach administration to visit the Mass Education Centres (MECs)	28	93.33
Convening local level meetings	30	100.00
Participation in the district level programmes	26	86.66
To strengthen the literacy movement	28	93.33
Liaison with development agencies	27	90.00
To promote co-operative movement	30	100.00
To promote saving and investment in banks/post-offices	29	96.66

All community leaders reposed their participation in providing support to field functionaries by (i) persuading illiterates, semi-literates, and neo-literates to join the literacy movement, (ii) enrolling neo-literates, semi-literates, and illiterates to join the MLP, (iii) encouraging their active participation in cultural programmes, and (iv) extending co-operation to literacy movement volunteers. The majority of respondents stated that persuading the administration to assist in the running of mass education programmes, convening local level meetings, strengthening them for literacy movement, liaison with development agencies, and promoting co-operative movement as well as saving in banks/post offices were among the most important factors. The findings show that in poor regions, community leaders acted as facilitators, providing all types of support to field officials and neo-literates in their efforts to link literacy and mass education to community development.

4.4 Participation in Development Programs for Deprived Groups

The community leaders demonstrated their active participation in various programmes for the development of disadvantaged groups, as shown in table no. 11 and 12, demonstrating the extent of the issues faced by community leaders during the implementation and development of SBM-2012.



Table 11: Participation in Development Programs for Deprived Groups

Deprived Group Development Programme	RESPONSE	
	Number	Percentage
Saakshar Gram Sabhas	30	100.00
Akshar Diwali	30	100.00
AksharJathas	30	100.00
AksharMahasaniagani	25	83.33
Special Monitoring Assemblies	25	83.33
Jan Sambad	30	100.00
Dastak	27	90.00
Any other, specify	25	83.33

Table 12: The Scope of Problems During the SBM-2012 Implementation and Development Stage

Problems	Response	
	Number	Percentage
Administrative Problems	23	76.66
Awareness among community leaders	23	76.66
Loans were not easily available from banks/ co-operative societies	20	66.66
Petty political problems	16	53.33

The vast majority of community leaders (76.66 percent) have raised concerns about a lack of administrative cooperation and community members' awareness of the benefits of such development programmes. They (in large numbers) point out that issues such as obtaining a loan from a bank/cooperative society (66.66 percent) and political interference (53.33 percent) have de-motivated neo-literates and other community members from taking advantage of the facilities available under various development schemes for their personal betterment.

4.5 Opinions on the Availability of Support from Various Agencies in Training Programs

In table no. 13, community leaders' opinions and thoughts about the availability of support from various agencies for training programmes are shown.

Table 13: Training Program Support from Various Agencies

Agencies	Number	Percentage
Agriculture Department	22	73.33
Health Department	28	93.33
Education Department (Through Literacy Centres)	23	76.66
Science and Technology	16	53.33
Public Works Development	23	76.66
Forest Department	23	76.66
Indian Community Development Scheme	20	66.66
Rural Development Project	16	53.33
NGO & other organizations	20	66.66
Any other developmental agency	16	53.33

The health department is followed by the education department, the PWD department, and the Forest department, as shown in table. They aided in the creation of skill-building training programmes. Other



agencies, such as the agriculture department and the department of science and technology, contributed to such training programmes as well. It was said that there was sufficient room for other agencies to extend their support in order to accomplish the program's objectives.

4.6 Problems and issues identified to be responsible for a lack of coordination among community leaders

Table no. 14 summarizes the responses of community leaders to the prevalence of certain challenges in rural communities (a).

Table 14: Residents' Perceptions of Community Issues

Issues	Number	Percentage
Poverty	30	100.00
Exploitation	26	86.66
Unemployment	20	66.66
Corruption	30	100.00
Inequality	12	40.00
Atrocities on Lower Castes	10	33.33

According to table, all community members said that they had confronted the problem of poverty and Exploitation in the community, whereas the vast majority of them believed that exploitation and unemployment were other issues that arose in their daily lives. A majority of community leaders have mentioned the issue of inequality, while one-fourth of community leaders have mentioned the issue of crimes against lower castes.

From the foregoing, it appears that a variety of socio-economic issues have impacted community life in rural areas. MLP field functionaries should pay more attention to community development programmes in order to promote community development programmes.

In SBM-2012, the challenges determined to be responsible for a lack of cooperation among community leaders of MLP of underprivileged groups were listed in table no. 15 as follows:

Table 15: Perceptions of the issues that have been identified to be the cause of a lack of coordination

Issues	Number	Percentage
Monitoring and evaluation	30	100.00
Administration	26	86.66
Special guidance in case of failure	20	66.66
Follow-up	30	100.00

It is clear from table no.15 that all community members believed they had problems with monitoring, evaluation, and follow-up, and that the vast majority of them saw a lack of administration as another



concern affecting community members. A majority of community leaders agreed that there is a lack of special counselling in the event of failure.

4.7 Community Leaders' Perceptions on Certain Socio-Economic Issues in Community Development

The community leaders were asked to express their opinions on a number of development related concerns. Table 16 summarizes their points of view.

Table 16: Community Development Agreement on Social, Economic, and Cultural Issues

Issues	Number	Percentage
The girl should have an equal share of property	30	100.00
Women should be treated as equal to men	30	100.00
Women should go out for higher education	30	100.00
Woman should take up jobs outside the home	16	53.33
Seats should be reserved for SCs/ STs in education in employment	16	53.33
Reservation should be based on economic backwardness	30	100.00
Hard work does not pay	7	23.33
Success is impossible without pull	6	20.00
Only the rich become richer	22	73.33
Mail without means and power is bound to fail	20	66.66
Education does not help one to come up in like	4	3.33

All of the community leaders (100.00 percent) agreed that "girls should have an equal share of property," "women should be treated as equals to men and should pursue higher education," and "there should be reservation based on economic backwardness for evolving an egalitarian society," according to table 16. Only the rich get richer,' according to a majority of community leaders (73.33 percent) The vast majority of community leaders (66.66 percent) believe that "man without means and power is doomed to fail." The majority of them (53.33 percent) agreed that reservations for SCs and STs in education and work, as well as 'women employment,' should be made. It's worth noting that a small percentage of community leaders (3.33 percent) believe that "education does not help one to rise in life." The perspectives of community leaders on these important topics have a substantial impact on the mass education program's execution, which will help to grow community development programmes with a focus on social justice and equity, which is urgently needed.

4.8 Suggestions for Linking Mass Literacy Programs to the Development of Deprived Groups

The following are some of the ideas provided by community leaders to build links between MLP and underprivileged group development: training for improved farming methods and use of non-conventional energy supplies.



- There should be a marketing network available.
- A plan for skill development training and follow-up should be in place.
- For their active engagement in MLP, it is necessary to strengthen volunteer initiatives and seek academic support from elderly citizens and literacy community leaders.
- Craft/vocational components should be introduced into mass education programmes.
- There should be a plan in place for small/cottage industry financing facilities.
- Different agencies should collaborate in a participative administrative manner.

5. CONCLUSION

Literacy serves as a link between despair and hope. It's a tool for modern society's everyday existence, a democratic platform, and a vehicle for the advancement of cultural and national identity. It is a family health and nutrition agent for girls and women. Literacy, like education in general, is a basic human right for everyone and everywhere. It is the road to human progress and the means by which every man and woman can reach their full potential.

All community leaders aided field functionaries by persuading illiterates, semi-literates, and neo-literates to join the literacy movement, enrolling neo-literates, semi-literates, and illiterates in the MLP, and encouraging active involvement in cultural programmes. According to the findings, community leaders in underserved regions acted as facilitators, providing various types of support to field functionaries and neo-literates. The following are some of the suggestions made by community leaders to develop links between MLP and deprived group development: (i) training for improved agricultural practices and adoption of non-conventional energy resources, (ii) provision of a marketing network, (iii) an arrangement for skill development training and follow-up, (iv) introducing craft/vocational components in mass education, and (v) participation in MLP.

REFERENCES

- [1]. Violet Ekpenyong, Catherine Tawo, AganyiasumOjong "Adult Education In Nigeria For Eradication Of Mass Literacy For Social Transformation And Good Governance" *earning Education for Multiliteracies in Africa. Journal of Education and Practice*, 4(10), 1-6. 2021
- [2]. Norma Romm, Mpho Mildred Dichaba "Assessing the kharigude mass literacy campaign: A developmental evaluation" January 2015
- [3]. Bob Boughton "Back to the Future?: Timor-Leste, Cuba and the return of the mass literacy campaign" December 2010 *Literacy and Numeracy Studies* 18(2):58-74 DOI:10.5130/Ins.v18i2.1898
- [4]. GbadeboOyeniranOyelekan "Promoting Mass Literacy Campaigns through Library Service in Nigeria" May 2006 *New Library World* 94(5) DOI:10.1108/EUM0000000002449
- [5]. Rao, Krishna Mohan C. (2005). "Literacy and Livelihood in Urban Settings: An Experiment in Andhra Pradesh". *Indian Journal of adult Education*, Vol. 65, Nos.1-2, Jan-Jun, pp. 32-39.
- [6]. Sengupta. C.(2006) *Sociological Impact of Total Literacy Campaign: The case of Mindnapore. Independent Study. Tata Institute of Social Sciences. Bombay*
- [7]. V.K. Ramachandran, MadhuraSwaminathan, VikasRawal "Barriers to expansion of mass literacy and primary schooling in West Bengal: Study based on primary data from selected villages" May 2005
- [8]. Wickens, C. M., & Sandlin, J. A. (2007). *Literacy for what? Literacy for whom? The politics*



of literacy education and neocolonialism in UNESCO and World Bank-Sponsored literacy programs. *Adult Education Quarterly*, 57(4), 275-292.

- [9]. Veronica I. Mckay “Measuring and monitoring in the South African KhaRiGude mass literacy campaign” July 2015 *International Review of Education* 61(3) DOI:10.1007/s11159-015-9495-8
- [10]. Tertiary Education Commission. (2008). Literacy, language and numeracy Raising the literacy, language and numeracy skills of the workforce, *AkuTuapapa (Annual Action Plan 2008-2009)*. Retrieved from <http://www.tec.govt.nz/> / Literacy-Language-and-Numeracy-action-plan-200 on dated 16-04-2009.