

Speech of Smt D.Purandeswari MoS (HRD-HE)

on the occasion of valedictory function

on the launch of the Lifelong Education and Awareness Programme to be held

on 07-08-2007 at IGNOU Campus, New Delhi

Education to my mind is not only a goal in itself but it is a powerful driver of social change. Combined with sound macroeconomic 'policies, education is fundamental for the construction of globally competitive economies and democratic societies. Education is key to creating, applying and spreading new ideas and technologies which in turn are critical for sustained growth. It augments cognitive and other skills and in the process leads to higher productivity and development. Education builds what the Noble Laureate Amartya Sen rightfully calls "human capabilities' and it is one of the most powerful instruments known for reducing poverty and inequality and for laying the basis for sustained economic growth and sound governance.

The 21<sup>st</sup> Century is acknowledged by all as the "Knowledge Century" which means that Knowledge or brain power should be reflected in a country's competitiveness, advancement and human capabilities Human capabilities are a function of the well-being of a people and the investment we make in human capital formation. The ability of a nation to make best use of its knowledge or brain power will ultimately determine its place in the comity of nations in the present

century. Lifelong learning education should therefore be a high priority for all. Based on the four pillars of learning to know, learning to do, learning to be and learning to live together, it provides the enhanced opportunities that are essential for full citizenship in the knowledge society. It is fundamental to the development of a nation. It builds the base for economic and social development, develops the capacity of individuals to contribute to and benefit from that development, sustains and enriches both individual and overall culture of a nation and builds mutual respect and understanding that transcends cultural differences.

Upto the end of World War I, there had been very little progress in the sphere of adult education in India which was confined to night schools in metropolitan cities. However, some of the enlightened Indian rulers of the princely States of Baroda, Travancore and Mysore had extended financial support to night schools. They also set up rural libraries mostly in the 19th century, and gave them patronage. The national leaders who steered the freedom movement were also concerned with the question of educating the masses as a part of the independence agenda. When the Congress Governments came to power in some provinces in 1937, adult literacy and education got included among the responsibilities of the Government. A series of provincial mass literacy campaigns were launched during 1937-39. But the Congress governments went out of power and the campaigns petered out. A C.A.B.E. Committee appointed in 1939 on the problem of illiteracy suggested provision of facilities for adult education on the widest scale and introduction of free and compulsory primary education,

as complementary activities. Besides, the Committee also suggested supplementation of official efforts by voluntary agencies interested in social amelioration. However, the Sargent Committee (1944) asserted that the State must accept the responsibility for these programmes and solve the problem within 25 years.

Eradication of illiteracy has been one of the major national concerns of the Government of India since independence. During the first Five Year Plan, the programme of Social Education, inclusive of literacy, was introduced as part of the Community Development Programme (1952). A new implementation machinery comprising male and female Social Education Organisers at grass-roots level and a Chief Social Education organiser at the project level was created. A comprehensive training support was provided through the establishment of Social Education Organizers' Training Centres (SEOTCs). Model community centres, rural libraries, Janata Colleges, youth clubs, mahila mandals and folk schools were encouraged. Folk schools on Danish High pattern called Vidyapeeths in Karnataka and Jagriti Vihars in Bihar provided a variety of skill-oriented adult education programmes to the rural youth. Government of India established a Council for Rural Higher Education for promoting the provision of graduate-level manpower through the scheme of Rural Institutes. These gave fillip to rural development including literacy programmes. Efforts of varied types were made by the States for the spread of literacy. Among these, the Gram Shikshan Mohim initiated in Satara District of Maharashtra in 1959 was one of the successful mass campaigns. It aimed at completing literacy work village by village within a short period of 3 to 6 months, through the

honorary services of primary teachers and middle-school and high school students, supported by the entire community. It achieved a good deal of success but suffered from the lack of follow-up due to financial constraints and some of its good work was lost as a consequence.

In spite of these varied initiatives the programme of adult literacy did not take much headway. There still exists a wide gap between goals anticipated and situational reality. The literacy rate in India, therefore, increased only from 18.33 per cent in 1951 to 24.02 per cent in 1961 but the Kothari Commission (1964-66) took up the threads again and emphasized the importance of spreading literacy as fast as possible. The Education Commission headed by S.Radhakrishnan had observed that “literacy if it is to be worthwhile, must be functional”. The Central Advisory Board of Education at its meetings held in 1974 and 1975 lent strong support to non-formal education programmes for adults with emphasis on functionality dimension. A two-pronged approach of universalisation of elementary education and universal adult literacy has been adopted for achieving total literacy. The major thrust of these programmes is on promotion of literacy among women, members belonging to Scheduled Castes and Scheduled Tribes particularly in the rural areas.

The eradication of illiteracy from a nation that is set to become the most populated in the world is by no means easy. This was realised in eighties and the National Literacy Mission came into being on 5th May, 1988 under the inspiring leadership of the then Prime Minister Shri Rajiv

Gandhiji to impart a new sense of urgency and seriousness to adult education. The first breakthrough came in Kerala, in Kottayam city followed by Ernakulam district where the literacy campaign was initiated in 1989 and completed within a year. For the first time, an area-specific, time bound volunteer-based campaign approach had been implemented and the community become responsible for running its own development programmes and consequently determining its future.

Literacy in India has made remarkable strides since Independence. This has been further confirmed by the provisional results of the Census 2001. The literacy rate of India has increased from 18.33% in 1951 to 65.38% in 2001. This is despite the fact that during the major part of the last five decades there has been exponential growth of the population to nearly 8% per annum. The male literacy rate has increased to 75.85%, which shows an increased of 11.72%. On the other hand, the female literacy of 54.16% has increased at a much faster rate of 14.87%. Thus, the literacy recorded an impressive jump of 13.17 percentage points from 52.21% in 1991.

The students and youth have to be prepared by the university to adopt change to learn new skills, and to be a life long learner. Special care has to be taken to create a generation which will ensure that their children are educated; to realize the dream of Education For All. we need to view education from trans-disciplinary, interdisciplinary and discipline specific perspectives.

The 11<sup>th</sup> Plan has given due emphasis on literacy. It has fixed the target of achieving 85% of literacy by the end of the Plan. The literacy is no longer confined to 15-35 age group but it is now for +15 age group. Another critical area for the XI plan is the introduction of vocational education in literacy programme which should motivate the neo literates to sustain their interest in literacy programme.

The Lifelong Education and Awareness Programme cannot be successful until the community at large owned and contributed to it. Mass mobilization would be required for implementing this programme and setting up the Centre for Lifelong Education and Awareness. The Mass campaigns are expected to link the issues relating to rights, livelihood and governance.

The present Government is convinced that education can be great lever in building up an egalitarian society and provide a level playing field to all for development and growth. The task is gigantic and challenging which requires sustained efforts on the part of us all but the magnitude of the problem need not dampen our spirit. Let us remember the famous Chinese proverb that a journey for two thousand miles has to begin with the first step. Keeping in view the spirit of this problem let us march forward towards the desired goal of education for all which will really make 'India Shining' in the true sense of the term.

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## **ADULT EDUCATION INITIATIVE**

Upto the end of World War I, there had been very little progress in the sphere of adult education in India which was confined to night schools in metropolitan cities. However, some of the en-lightened Indian rulers of the princely States of Baroda, Travancore and Mysore had extended financial support to night schools. They also set up rural libraries mostly in the 19th century, and gave them patronage. The national leaders who steered the freedom movement were also concerned with the question of educating the masses as a part of the independence agenda. When the Congress Governments came to power in some provinces in 1937, adult literacy and education got included among the responsibilities of the Government. A series of provincial mass literacy campaigns were launched during 1937-39. But the Congress governments went out of power and the campaigns petered out. A CABE Committee appointed in 1939 on the problem of illiteracy suggested provision of facilities for adult education on the widest scale and introduction of free and compulsory primary education, as complementary activities. Besides, the Committee also suggested supplementation of official efforts by voluntary agencies interested in social amelioration. However, the Sargent Committee (1944) asserted that the State must accept the responsibility for these programmes and solve the problem within 25 years.

Eradication of illiteracy has been one of the major national concerns of the Government of India since independence. During the

first Five Year Plan, the programme of Social Education, inclusive of literacy, was introduced as part of the Community Development Programme (1952). A new implementation machinery comprising male and female Social Education Organisers at grass-roots level and a Chief Social Education organiser at the project level was created. A comprehensive training support was provided through the establishment of Social Education Organizers' Training Centres (SEOTCs). Model community centres, rural libraries, Janata Colleges, youth clubs, mahila mandals and folk schools were encouraged. Folk schools on Danish High pattern called Vidyapeeths in Karnataka and Jagriti Vihars in Bihar provided a variety of skill-oriented adult education programmes to the rural youth. Government of India established a Council for Rural Higher Education for promoting the provision of graduate-level manpower through the scheme of Rural Institutes. These gave fillip to rural development including literacy programmes. A Standing Committee of the CABE on Social Education was constituted in 1956. A National Fundamental Education Centre was started to provide high-level training facilities and undertake researches related to adult education. Efforts of varied types were made by the States for the spread of literacy. Among these, the Gram Shikshan Mohim initiated in Satara District of Maharashtra in 1959 was one of the successful mass campaigns. It aimed at completing literacy work village by village within a short period of 3 to 6 months, through the honorary services of primary teachers and middle-school and high school students, supported by the entire community. It achieved a good deal of success but suffered from the lack

of follow-up due to financial constraints and some of its good work was lost as a consequence.

In spite of these varied initiatives the programme of adult literacy did not make much headway. The Community Development Programme got weakened and was soon abandoned. It was assumed that adult literacy would automatically become universal as soon as the universal and compulsory elementary education became a reality. The literacy rate in India, therefore, increased only from 18.37 per cent in 1951 to 24.02 per cent in 1961. But the Kothari Commission (1964-66) took up the threads again and emphasized the importance of spreading literacy as fast as possible. It suggested the following measures :

- Expansion of universal schooling of five-year duration for the age group 6 - 11.

- Provision of part-time, education for those children of age group 11 - 14 who had either missed schooling or dropped out of school prematurely.

- Provision of part-time general and vocational education to the younger adults of age group 15 - 30

- Use of mass media as a powerful tool of environment building for literacy.

  - Setting up of libraries.

  - Need for follow up programme.

  - Active role of universities and voluntary organisation at the State and district levels.

It was hoped that with the help of these measures, the national percentage of literacy could be raised to 60 by 1971 and 80 by 1976.

The Resolution on NPE 1968 not only endorsed the recommendations of the Education Commission but also reiterated the significance of universal literacy and developing adult and continuing education as matters of priority.

The Education Commission had observed that "literacy if it is to be worthwhile, must be functional". The launching of the inter-ministerial project of Farmers' Training and Functional Literacy in 1967-68 aimed at popularisation of high yielding varieties of seeds through adult education was a step in this direction. The programme covered 144 districts where nearly 8640 classes were organised for about 2.6 lakh farmer-adults by 1977-78. But in this programme, the clientele remained selective and several largely illiterate groups viz. artisans, landless labour, SCs, STs, and women got neglected.

The Central Advisory Board of Education at its meetings held in 1974 and 1975 lent strong support to non-formal education programmes for adults with emphasis on functionality dimension. The scheme of Functional Literacy for Adult Women (FLAW) started in 1975-76 in the experimental ICDS project areas was gradually expanded in 1981-82. The FLAW aimed at enabling illiterate adult women to acquire functional skills along with literacy to promote better awareness of health, hygiene, and child care.

A two-pronged approach of universalisation of elementary education and universal adult literacy has been adopted for achieving total literacy. The National Policy on Education (1986) has given an unqualified priority to the following three programmes for eradication of illiteracy, particularly among women:-

Universalisation of elementary education and universal retention of children upto 14 years of age.

A systematic programme of non formal education in the educationally backward states.

The National Literacy Mission which aims at making 100 million adults literate by 1997.

The major thrust of these programmes is on promotion of literacy among women, members belonging to Scheduled Castes and Scheduled Tribes particularly in the rural areas.



## NATIONAL LITERACY MISSION (NLM)

The eradication of illiteracy from a nation that is set to become the most populated in the world is by no means easy. This was realised in eighties and the National Literacy Mission came into being on 5th May, 1988 to impart a new sense of



urgency and seriousness to adult education. The first breakthrough came in Kerala, in Kottayam city followed by Ernakulam district where the literacy campaign was initiated in 1989 and completed within a year.

For the first time, an area-specific, time bound volunteer-based campaign approach had been implemented and the community become responsible for running its own development programmes and consequently determining its future.

Up to November, 2002, 587 districts out of 600 in the country have already been covered under the total literacy campaign of which 202

districts have entered the post literacy phase and 187 in the continuing education phase.

Literacy in India has made remarkable strides since Independence. This has been further confirmed by the provisional results of the Census 2001. The literacy rate of India has increased from 18.33% in 1951 to 65.38% in 2001. This is despite the fact that during the major part of the last five decades there has been exponential growth of the population to nearly 8% per annum. The male literacy rate has increased to 75.85%, which shows an increase of 11.72%. On the other hand, the female literacy of 54.16% has increased at a much faster rate of 14.87%. Thus, the literacy recorded an impressive jump of 13.17 percentage points from 52.21% in 1991.

The creditable performance of the National Literacy Mission received international recognition when it was awarded the UNESCO's NOMA Literacy Prize for 1999. The prize consisting of a Diploma and a silver medal with a cash component of US \$ 15,000 was given away to the Director General, National Literacy Mission Mr. Bhaskar Chatterjee by the President of India Mr. K.R. Naraynan at the International Literacy Day function held on 8th September, 1999 at Vigyan Bhawan in New Delhi.

The international jury while selecting NLM for the prize recognised its initiation of the total literacy campaigns which are now "accepted as the dominant strategy" for eradication of illiteracy in the country. It recognised NLM efforts in "galvanising activities towards integration, conservation of the environment, promotion of women's equality and the preservation of family customs and traditions". The international jury also

appreciated the training imparted by NLM, the teaching learning materials produced by it, the setting up of autonomous education bodies, creating awareness for education and raising the demand for both the quality and quantity of primary education.

The National Literacy Mission in the meantime has been revitalised with the approval of the Union Cabinet on 30th September, 1999 . The Mission's goal is to attain full literacy i.e. a

sustainable threshold literacy rate of 75% by 2005. The Mission seeks to achieve this by imparting functional literacy to non-literates in the 15-35 age group. To tackle the problem of residual illiteracy, now it has been decided to



adopt an integrated approach to total literacy campaigns and post literacy programme. This means the TLCs and PLPs will be implemented under one literacy project to achieve continuity, efficiency and convergence and to minimise unnecessary time lag between the two. Post literacy programmes will be treated only as a preparatory phase for launching Continuing Education with the ultimate aim of creating a learning society.

In order to promote decentralization, the State Literacy Mission Authorities have been given the authority to sanction continuing education projects to Districts and literacy related projects to voluntary agencies in their States.

The scheme of Jan Sikshan Sansthan, previously known as the Scheme of Shramik



Vidyapeeth was initially evolved to respond to the educational and vocational training needs of adults and young people living in urban and industrial areas and for persons who have migrated from rural to urban settings. Now their activities have been enlarged and infrastructure strengthened to enable them to function as district repository of vocational and technical skills in both urban and rural areas.

Ever since its inception the National Literacy Mission has taken measures to strengthen its partnership with NGOs and to evolve both institutional and informal mechanisms to give voluntary organisations active promotional role in the literacy movement. Now under the scheme of support to NGOs they will be encouraged and provided with financial assistance to run post literacy and continuing education programmes in well defined areas.

In order to revitalise, re-energise and expand the role of State Resource Centres, not only their number is being increased but also their infrastructure and resource facilities are being strengthened to enable them to play the role of catalytic agents.



The Directorate of Adult Education, a subordinate office of the Department of Elementary Education and Literacy has been entrusted with the task of monitoring and evaluating the various literacy programmes being launched under the aegis of the National Literacy Mission. It also provides technical and resource support to the NLM including media support to enable it to achieve its objectives.

The National Literacy Mission is laying great stress on vigorous monitoring and systematic evaluation of adult education programmes

launched under its aegis in the country. It has developed and circulated guidelines for concurrent and final evaluation of the total literacy campaigns and post literacy programmes. A comprehensive set of guidelines on continuing education have also been prepared. So far 271 TLC districts and 63 post-literacy programme districts have been evaluated by the external evaluation agencies. It is hoped that the new approach of evaluating literacy campaigns and post literacy programmes will ensure complete transparency and enhance the credibility of the results and impact assessments.



The goals of the National Literacy Mission is to attain full literacy, i.e. a sustainable threshold level of 75 percent by 2005. The mission seeks to achieve this goal by imparting functional literacy to non-literates in the 15-35 age group. This age group has been the focus of attention because they are in the productive and reproductive period of life. The total literacy campaign offers them a second chance, in case they missed the opportunity or were denied access to mainstream formal education.

The scope of the programme has been enlarged to include children in the age group 9 to 14 years, in areas not covered by the non-formal education programme, to ensure that the benefits of TLCs are made available to out-of-school children as well.

Special care is taken to bring disadvantaged groups like women, scheduled castes and tribes and backward classes into the programme. The basic objective is to create a generation which will ensure that their children are educated, to realize the dream of Education For All.

**NLM OBJECTIVES:** In quantitative terms, the Mission seeks to impart functional literacy to all non-literate persons in 15-35 age group.

In qualitative terms, functional literacy implies:

- Self-reliance in 3 R's
- Participation in the development process.
- Skill improvement to improve economic status and general well being.
- Imbibing values of national integration, conservation of environment, women's equality and observance of small family norms etc.

The NLM seeks to achieve these objectives through the following:

- by creating an environment conducive to teaching- learning process, provision of good and relevant teaching-learning materials and facilitating teaching-learning by good training, media and communication;
- by improving the pace of learning and injecting confidence among the learners about their potential to learn and by ensuring that the process is not drudgery;

- by integrating basic literacy with post-literacy and continuing education; and
- by developing the quality of human resources at all levels of functionaries through orientation and training.

## **Literacy at a Glance**

This picture has undergone a complete change after the release of data relating to Literacy Rates -1997 on the basis of 53rd round of National Sample Survey Organisation(NSSO)Survey.

WORLD

(in million)

	Total	Male	Female
<b>Population *(2000)</b>	<b>6091.3</b>	<b>3068.9</b>	<b>3022.4</b>
<b>Literacy Rate**(15+)</b>	<b>876.0</b>	<b>313.0</b>	<b>563.0</b>
<b>Non Literates**(15+) (%)</b>	<b>79.4</b>	<b>85.3</b>	<b>73.6</b>

Source: \* Labour Statistics, ILO - 2000

\*\* Unesco 1999 Statistical Year Book  
(Estimated literacy rates for the year 2000)

LITERACY STATUS IN SOME ASIAN COUNTRIES

South Asian Countries

Country	Total Non-Literate Population 15+age (in million)	Literacy Rate 15+ (%) (2000)		
		Total	Male	Female
Maldives	--	96.3	96.3	96.4
Sri Lanka	--	1.17	91.6	94.5
India*	NA	58.5	72.3	44.4
Bhutan	0.64	47.3	61.1	33.6
Pakistan	51.67	43.3	57.6	27.8
Nepal	8.27	41.4	59.1	23.8
Bangladesh	49.62	40.08	51.7	29.5

Other Asian Countries

Country	Total Non-literate Population 15+ age (in millions)	Literacy Rate 15+ (%) (2000)		
		Total	Male	Female
South Korea	0.84	97.8	99.2	96.4
Thailand	2.04	95.6	97.2	94.0
Philippines	2.25	95.4	95.5	95.2
Vietnam	3.61	93.3	95.7	91.0
Malaysia	1.83	87.5	91.5	83.6
Indonesia	19.24	87.0	91.9	82.1
China	144.46	85.0	92.3	77.4
Myanmar	4.98	84.7	89.0	80.6
Iran	10.00	76.9	83.7	70.0

<b>Laos</b>	1.15	<b>61.8</b>	73.6	50.5
<b>Afghanistan</b>	8.14	<b>36.3</b>	51.0	20.8
Source: UNESCO 1999 Statistical Year Book (Estimates literacy rates for the year 2000)				

## LITERACY STATUS IN NINE MOST POPULOUS COUNTRIES

Country	Total Non-literate Population 15+ age	Literacy Rate 15+ (%)		
		Total	Male	Female
Mexico	5.96	<b>91.0</b>	93.1	89.1
Indonesia	19.24	<b>87.0</b>	91.9	82.1
Brazil	17.91	<b>85.3</b>	85.1	85.4
China	144.96	<b>85.0</b>	92.3	77.4
Nigeria	22.80	<b>64.1</b>	72.3	56.2
India*	NA	<b>58.5</b>	72.3	44.4
Egypt	19.83	<b>55.3</b>	66.6	43.7
Pakistan	51.67	<b>43.3</b>	57.6	27.8
Bangladesh	49.62	<b>40.8</b>	51.7	9.5

\* Figures for India are estimated literacy rates on the basis of National Family Health Survey 1998-99 published in November, 2000

Source: Unesco 1999 Statistical year Book (Estimated literacy rates for the year 2000)

## Literacy Scenario as per 2001 Census

The Literacy rate in the country had increased from 18.33% in 1951 to 65.38% in 2001. Thus in five decades, the literacy percentage had grown by 47.05% or by an average of 9.41% per decade. According to the 2001 Census, male literacy was 75.85% and female literacy 54.16%. The number of non-literates in the 7+age group was 296.21 million. The number of literate persons in the 7+age group was 562 million. This was more than the total population of USA (267.11 million).



## Literacy Scenario in India (As per 2001 Census) (Provisional)

Literacy in India has made remarkable strides since Independence. This has been further confirmed by the recently declared provisional results of the Census 2001. The literacy rate has increased from 18.33% in 1951 to 65.38% in 2001. This is despite the fact that during the

major part of the last five decades there has been exponential growth of the population at nearly 2% per annum. Some of the important highlights of Census 2001 are given below:

- The literacy rate in the country has increased to 65.38%, which reflects an overall increase of 13.17%, the fastest decadal growth ever. This is the highest rate since independence.
- The male literacy rate has increased to 75.85%, which shows an increase of 11.72%. On the other hand, the female literacy of 54.16% has increased at a much faster rate of 14.87%.
- The male-female literacy gap has reduced from 24.84% in 1991 to 21.70% in 2001. Mizoram has the smallest gap (4.56%) followed by Kerala (7.45%) and Meghalaya (8.27%).
- All States and Union Territories without exception have shown increase in literacy rates during 1991-2001.
- In all the States and Union Territories the male literacy is now over 60%.
- For the first time since independence there has been a decline in the absolute number of illiterates during the decade. In the previous decades, there has been a continuous increase in the number of illiterates, despite the increase in the literacy rates, but now for the first time the total number of illiterates has come down by 31.96 million.
- The number of literate persons has increased to 562.01 million in 2001 thus adding an additional 203.61 million literates in the country.
- Rajasthan has recorded the highest increase in the literacy rate among the States/Uts of India. Literacy rate of Rajasthan in 7+ population in 1991 was 38.55% which has increased to 61.3% in 2001.
- The state also recorded very good increase in the female literacy. It was 20.44% in 1991 which has increased to 44.34% in 2001.
- The female literacy rate of Chhattisgarh in 7+ population in 1991 was 27.52% which has increased to 52.40% in 2001. Thus the rise in female literacy rate in Chhattisgarh has been to the extent of 24.88% which is the highest among all the States/Uts of the country.
- Madhya Pradesh also recorded a good increase in female literacy rate. In 1991 the literacy rate of females was 29.35% which has increased to 50.28% in 2001.

## State Groupings

On the basis of literacy rate, State/UTs can be grouped as under:

- High Literacy Rate (80% and above) – Kerala (90.92%), Mizoram (88.49%), Lakshadweep (87.52%), Goa (82.32%), Delhi (81.82%), Chandigarh (81.76%), Pondicherry (81.49%), A & N Islands (81.18%) and Daman & Diu (81.09%).
- Literacy Rate above national average (65.4%)\_ and below 80% - Maharashtra (77.27%), Himachal Pradesh (77.13%), Tripura (73.66%), Tamil Nadu (73.47%), Uttaranchal (72.28%), Gujarat (69.97%), Punjab (69.75%), Sikkim (69.68%), West Bengal (69.22%), Manipur (68.87%), Haryana (68.59%), Nagaland (67.11%) and Karnataka (67.04%).
- Literacy Rate below national average (65.4%) – Chhattisgarh(65.18%), Assam (64.28%), Madhya Pradesh (64.11%), Orissa (63.61%), Meghalaya (63.31%), Andhra Pradesh (61.11%), Rajasthan (61.03%), Dadra & Nagar Haveli (60.03%), Uttar Pradesh (57.36%), Arunachal Pradesh (54.74%), Jammu & Kashmir (54.46%), Jharkhand (54.13%) and Bihar (47.53%).

## Rural-Urban Gap (Literates) - Census 2001

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(In million)			
	Persons	Male	Female
All Areas	566.71 (65.20%)	339.91 (75.64%)	226.79 (54.03%)
Rural Areas	366.67 (59.21%)	226.27 (71.18%)	140.39 (46.58%)
Urban Areas	200.03 (80.06%)	113.63 (86.42%)	86.39 (72.99%)

## NLM Schemes

Eradication of illiteracy from a nation that is set to become the most populated in the world is by no means easy. This was realised in the eighties and the National Literacy Mission came into being to impart a new sense of urgency and seriousness to adult education.

As we set foot in to the new millennium, it gives us the opportunity to reflect upon the efforts we have been making and also to learn from our failures so that we can achieve our target of a sustainable, threshold level of literacy. It is time to assess ongoing programmes and seek new horizons. It is in this context that the Union Cabinet took some momentous decisions in its meeting held on 30th November 1999. These decisions, which will have far reaching consequences, have greatly strengthened the mission and given to it a new orientation as well as a resurgent spirit.



# Literacy Campaign and Operation

## Integrated Approach

The Government has decided that an integrated approach to literacy would be followed now. This means, the Total literacy Campaign and the Post Literacy Programme will now operate under one literacy Project. This approach would enable the enormous illiteracy problem to be tackled in a holistic manner. By treating the imparting of functional literacy as a continuum rather than as a one off benefit for the illiterate person, progress of literacy efforts would be made goal-directed. Literacy campaigns would continue to run in those areas where there are large pools of residue illiteracy. At the same time, for those who have crossed the basic learning phase, programmes of consolidation, remediation, vocational skills, integration with life skills and such other aspects would be considered the basic unit.

In effect, the task of making a person actually literate in a sustainable and meaningful way can be said to have been modestly discharged only after the Post Literacy Campaign actually constitute two operational stages on the learning continuum and now under the same

scheme will operate in smooth progression, drawing their financial sustenance from one single and same budgetary provision.

It is proposed that a district, while submitting their initial project, would also submit their strategy for Post Literacy on the basis of their anticipated target and projections of achievements. The per learner financial norms of Total Literacy Campaign and Post Literacy Campaign would be the same as approved by the Expenditure Finance Committee. The structures and strategies would also remain unaltered providing closer linkages.

The integrated proposal seeks to effectively bring the activities of literacy campaigns under one 'Literacy Project' to achieve continuity, efficiency and convergence and to minimise unnecessary time lag between the two.

The existing funding pattern of literacy campaigns is proposed to be continued. The funding ratio between Center and State Government for normal districts is 2:1, whereas for districts under Tribal Sub-Plan the ratio is 4:1. The per learner cost for a Total Literacy Campaign will now be in the range of Rs 90-130.

In many cases for reasons such as natural calamities, absence of political will, frequent transfer of collectors, etc., a number of campaigns have stagnated. The restoration of such project would be continued as was approved by the cabinet in 1994. For this purpose, an additionality of 40-50% on the original project cost, will be admissible.



The revised parameters of the scheme, in brief, are as follows:

ITEMS	EARLIER PARAMETERS	PRESENT PARAMETERS
Name	Special project for Eradication of illiteracy	Literacy Campaigns & Operation Restoration
Per learner cost	TLC-Rs.65/- upwards PLC-Rs.45/- upwards	TLC-Rs.90-180 PLC-Rs.90-130
Duration of PLC	Two years	One year
Rural Functional Literacy Project	separate scheme	Subsumed with Literacy Campaign & Operation Restoration
Sanction procedure for TLC/PLC projects	TLC/PLC projects sanctioned separately. PLC follow TLC. Activities of basic Literacy Continue upto PL stage.	TLC/PLC to be sanctioned simultaneously. Basic Literacy activities to continue during Continuing Education phase also.

### Continuing Education

The structure of the continuing education programme, launched in 1995 as a fully funded centrally-sponsored scheme, will be retained and further strengthened and expanded in scope and content. A continuing education center will be set up for a population of 2,000-

2,500 so that it caters to the need of atleast 500-1000 neo-literates. A nodal continuing education will be set up for a cluster of 10-15 continuing education centers.

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

The scheme also envisages convergence with the programmes of Nehru Yuvak Kendras, National Service Scheme, National Service Volunteer scheme, etc., at the grassroots level. The infrastructure of these institutions will, as far as possible, be utilized to facilitate the functioning of the scheme.

Revised parameters of the Continuing Education Scheme.



ITEMS	EARLIER PARAMETERS	PRESENT PARAMETERS
Financial pattern CECs	Rs.10,000/- each for recurring and non-recurring	Rs.25,000/- each for recurring and non-recurring. In addition, Rs.12,000/-per annum per hired building for housing CECs where no public building is available
Nodal CECs	Rs.20,000/-each for recurring and non-recurring	Rs.45,000/- each for recurring and non-recurring. In addition, Rs 24,000/-per annum per hired building for housing NCECs where no public building is available.
Honorarium for prerak	One prerak each for CEC/ NCECs(Rs.300pm for CECs and Rs.700pm for NCECS)	One prerak and one assistant prerak each CCEC/NCECs(Rs.700 pm for prerak and Rs.500 p.m.for assistant prerak for CECs)and(Rs 1200 pm for prerak and Rs.700pm for assistant prerak for NCECs)
Concept of composite project	Not existing	Involment of Zilla Saksharta Samitis and NGOs in running centres
Provision of computer	Not existing	One computers in each district allowed
Recurring grant to SLMAs	Not existing	Recurring grant of Rs.12.50 lakh, Rs.10 lakh and Rs 7.50 lakh per annum for A,B & c grade SLMAS, respectively
Provision for resource support by National Open	Not existing	Rs.1.10 crore per annum to NOS
sharing of experiences with other countries	Not existing	Rs.25 lakh per year

### Decentralisation of Administrative and Financial Powers

#### State Literacy Mission Authorities

The present approach is towards decentralization of financial and administrative powers to the State Literacy Mission Authorities (SLMAs). The SLMAs - state level registered societies will have a 2 layer structure viz. Governing Council and Executive Council. The State Directorate of Adult Education will serve as Secretariat. The guidelines regarding the

delegation of powers to the State Literacy Missions have already been issued, and some projects for continuing education have already been sanctioned by them. 22 States/UTs have set up SLMAs so far.

### **SUPPORT TO NGOs**

Under the Ninth Plan, the release of grants to NGOs other than the State Resource Centres will be decentralized through the State Literacy Missions up to 50 percent of the total grant released during the financial year and the remaining will be disbursed by the National Literacy Mission. Innovative projects in respect of all-India level NGOs will be considered by the grants-in-aid committee at the national level. They will be provided assistance for taking up continuing education programmes in addition to innovative programmes in all part of the country.

Existing State Resources Centers will be strengthened and their annual maintenance grants suitably enhanced. Independent district resource units will now be subsumed in the State Resource Centres.

### **Revised Parameters of the NGO's and State Resource Centres**

ITEMS	EARLIER PARAMETERS	PRESENT PARAMETERS
Name	Scheme of Assistance to VAs	NGOs in the feild of education
Classification	Three categories(A,B & C)	Two categories(A&B)
Financial pattern Annual maintenance	Category A-Rs.30 lakh per annum Category B-Rs.25 lakh per annum Category C-Rs.10 lakh per annum	Category A-Rs.60 lakh per annum Category B-Rs.40 lakh per annum
One-time grant	Not existing	Category A-Rs.50 lakh Category B-Rs.40 lakh
Opening of State Resource Centers	As and when required	1999-2000 3 2000-2001 3 2001-2002 4
Sanctioning of VA Projects	Proposel considered by central grant-in-aid committee	Proposals of regional/local NGOs to be considered by respective SLMAs.

### **Jan Shikshan Sansthan - District Repositories**

The earlier scheme of Shramik Vidyapeeth will continue with a modified approach and the new nomenclature of Jan Shikshan Sansthan. Under the Ninth Plan, the activities of the Jan Shikshan Sansthan have been enlarged and infrastructure strengthened to enable them to function as a district repository of vocational/ technical skills in both urban and rural areas. Jan Shikshan Sansthan, will be classified into three categories depending on the nature of the city/town and the quantum of work. The performance of the Jan Shikshan Sansthan will be

appraised by reputed institutions and accordingly upgraded or downgraded on the basis of the evaluation reports. The revised parameters of the scheme are:

ITEMS	EARLIER PARAMETERS	PRESENT PARAMETERS
Name	Shramik Vidyapeeth	Jan Shikshan Sansthan
Classification	Two Categories(A & B)	Three categories(A&B)
Financial pattern Recurring	Rs.12.30 lakh to cat.A Rs.8.00 lakh to cat.B	Rs.35 lakh to category A Rs.25 lakh to category C
Non-recurring	Not existing(one-time grant for equipment,vehicle,etc.)	Rs.15 lakh to category A Rs.10 lakh to category B & C
Building grant	Not existing	Rs.20 lakh to old as well as new JSSs
Opening of new JSSs	5 per annum	1999-2000 20 2000-2001 15 2001-2002 15

The challenge of creating a learning society is a formidable one, more so for a nation of one billion people that began its nation-building efforts with such great disadvantages. The National Literacy Mission has been making a modest contribution to the whole process by involving the community in the educational advancement of the people.

[Go to Home Page of National Literacy Mission](#)



## **SCHEMES**

Union Department of Education has been implementing specific schemes to support various initiatives of the government in the field of adult Education .

**Scheme of Assistance to Voluntary Agencies in Adult Education** is aimed at securing extensive involvement of Voluntary Agencies in adult literacy programmes of National Literacy Mission

**Scheme of Jan Shiksha Sansthans in Adult Education** is also aimed at securing extensive involvement of Voluntary Agencies :

**(a)** To enrich the personal life of workers and their families by providing opportunities of adult education physical culture and recreation;

**(b)** To widen the range of workers knowledge and understanding of the social, economic and political systems in order to create in him critical awareness about the environment and his own predicament for better national integration and development

## Integrated Approach

Total Literacy Campaigns

Post Literacy Programme

The Government has decided that an integrated approach to literacy would be followed now. This means, the [Total literacy Campaigns](#) and the [Post Literacy Programme](#) will now operate under one literacy Project. This approach would enable the enormous illiteracy problem to be tackled in a holistic manner. By treating the imparting of functional literacy as a continuum rather than as a one off benefit for the illiterate person, progress of literacy efforts would be made goal -directed. Literacy campaigns would continue to run in those areas where there are large pools of residual illiteracy. At the same time, for those who have crossed the basic learning phase, programmes of consolidation, remediation, vocational skills, integration with life skills and such other aspects would be considered the basic unit.

In effect, the task of making a person actually literate in a sustainable and meaningful way can be said to have been modestly discharged only after the Post Literacy Campaigns actually constitute two operational stages on the learning continuum and now under the same scheme will operate in smooth progression, drawing there financial sustenance from one single and same budgetary provision.

It is proposed that a district, while submitting their initial project, would also submit their strategy for Post Literacy on the basis of there anticipated target and projections of achievements. The per learner financial norms of Total Literacy Campaigns and Post Literacy Campaigns would be the same as approved by the Expenditure Finance Committee. The structures and strategies would also remain unaltered providing closer linkages.

The integrated proposal seeks to effectively bring the activities of literacy campaigns under one 'Literacy Project' to achieve continuity, efficiency and convergence and to minimise unnecessary time lag between the two.

The existing funding pattern of literacy campaigns is proposed to be continued. The funding ratio between Centre and State Government for normal districts is 2:1, whereas for districts under Tribal Sub-Plan the ratio is 4:1. The per learner cost for a Total Literacy Campaigns will now be in the range of Rs 90-180, whereas it will be between Rs.90-130 for post literacy programme.

In many cases for reasons such as natural calamities, absence of political will, frequent transfer of collectors, etc., a number of campaigns have stagnated .The restoration of such project would be continued as was approved by the cabinet in 1994. For this purpose, an additionality of 40-50% on the original project cost, will be admissible.

**The revised parameters of the scheme, in brief, are as follows:**

<b>ITEMS</b>	<b>EARLIER PARAMETERS</b>	<b>PRESENT PARAMETERS</b>
Name	Special project for Eradication of illiteracy	Literacy Campaigns & Operation Restoration
Per learner cost	TLC-Rs.65/- upwards PLP-Rs.45/- upwards	TLC-Rs.90-180 PLP-Rs.90-130
Duration of PLP	Two years	One years
Rural Functional Literacy Project	separate scheme	Subsumed with Literacy Campaigns & Operation Restoration
Sanction procedure for TLC/PLP projects	TLC/PLP projects sanctioned separately. PLP follow TLC. Activities of basic Literacy Continue upto PL stage.	TLC/PLP to be sanctioned simultaneously. Basic Literacy activities to continue during Continuing Education phase also.

### Continuing Education

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