

Literacy



facts at a glance



Neo-literates undergoing skill development training at the Continuing Education Centre

Foreword

Today, in this age of information and communication, the inability to read and write is a grave handicap which not only affects the individual growth, but also arrests and impedes the national development. Realising the urgency to make the nation fully literate, the government has adopted a two-pronged approach – on the one hand, efforts are on for universalisation of primary education through ‘Sarva Shiksha Abhiyan’ while on the other, the National Literacy Mission has the objective of attaining the sustainable threshold level of 75 per cent literacy by the year 2005. However, the efforts of the government need to be supplemented. It needs the concerted and coordinated participation by all sections of society – governmental agencies, non-governmental organisations, religious and cultural bodies, student and youth organisations, the media as well as the business community. Until all sections of society come together, the dream of a fully literate India will continue to be elusive.

Data is crucial to assess how far we have arrived, and how to progress further; it gives us the opportunity to reflect at the efforts we have been pursuing and also to learn from our failures so that we can achieve our goal. The success of ongoing programmes can be gauged from the fact that the overall literacy rate today stands at 65.38 per cent as per the Census 2001 report – up 13 per cent from the last Census. The corresponding figures for males and females are 75.85 and 54.16 per cent, respectively. Millions of volunteers continue to work selflessly, some even in the remotest of villages. Not only that, female literacy rate has increased appreciably along with the rise in rural literacy.

Most districts in the country are now undergoing post literacy and continuing education programmes. These are of great importance in ensuring the permanence of the benefits of literacy. A well-organised and co-ordinated infrastructure for continuing education can systematically advance literacy and the desire to learn among people. In order to make lasting changes in people's lives, the National Literacy Mission is making all efforts to involve more and more people in lifelong learning for improvement in their educational standards and quality of life.

It is in this context that this compendium of literacy facts and figures has been brought out by the Directorate of Adult Education. Alongwith the latest data, initiatives and strategies adopted by the National Literacy Mission under its integrated approach are listed in an easy-to-understand format. I am sure that this book will serve as a useful guide and reference for all – those working in the field, educationists, analysts, policymakers and administrators among others.

B. K. Chaturvedi

Bal Krishna Chaturvedi
Secretary

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New Delhi
16.8.2001

Contents...

Foreword	(i)
Literacy Data	
Population Profile – India	2
Highlights of 2001 Census	5
Literacy Rate (1951-2001)	9
Population Profile – World	10
Literacy Status in some Asian Countries	12
Literacy Status in Nine Most Populous Countries	14
National Literacy Mission and its Schemes	
National Literacy Mission	17
Characteristics of Total Literacy Campaigns	18
Post Literacy Programme	22
Scheme of Continuing Education for Neo-literates	25
Monitoring and Evaluation Practices	30
Evaluation of the Mission	34
NLM – Management Structure	36
District Organisation Structure	37

...Contents

Scheme of Support to Voluntary Organisations	38
Partnership with Universities	39
State Resource Centre	40
Jan Shikshan Sansthan	41
Initiatives of the National Literacy Mission	42
NLM Achievements	
Status of Literacy Campaigns	46
Status of Female Literacy	48
Significant Impacts of Literacy Campaigns	54
Number of districts covered under various schemes of NLM	58
State/UT wise statement showing number of districts covered under various schemes of NLM	59
Financial Details	
Eighth Five-Year Plan – Allocation and Expenditure	62
Ninth Five-Year Plan – Allocation and Expenditure	63
Statement of Funds Released to States/UTs for Adult Education Programme from 1995-96 to 2000-2001	64
Ninth Five-Year Plan – Scheme-wise Actual Expenditure	66



Literacy Data

Population Profile INDIA

(7+ age group)



Population Profile INDIA

(7+ age group)

(in million)

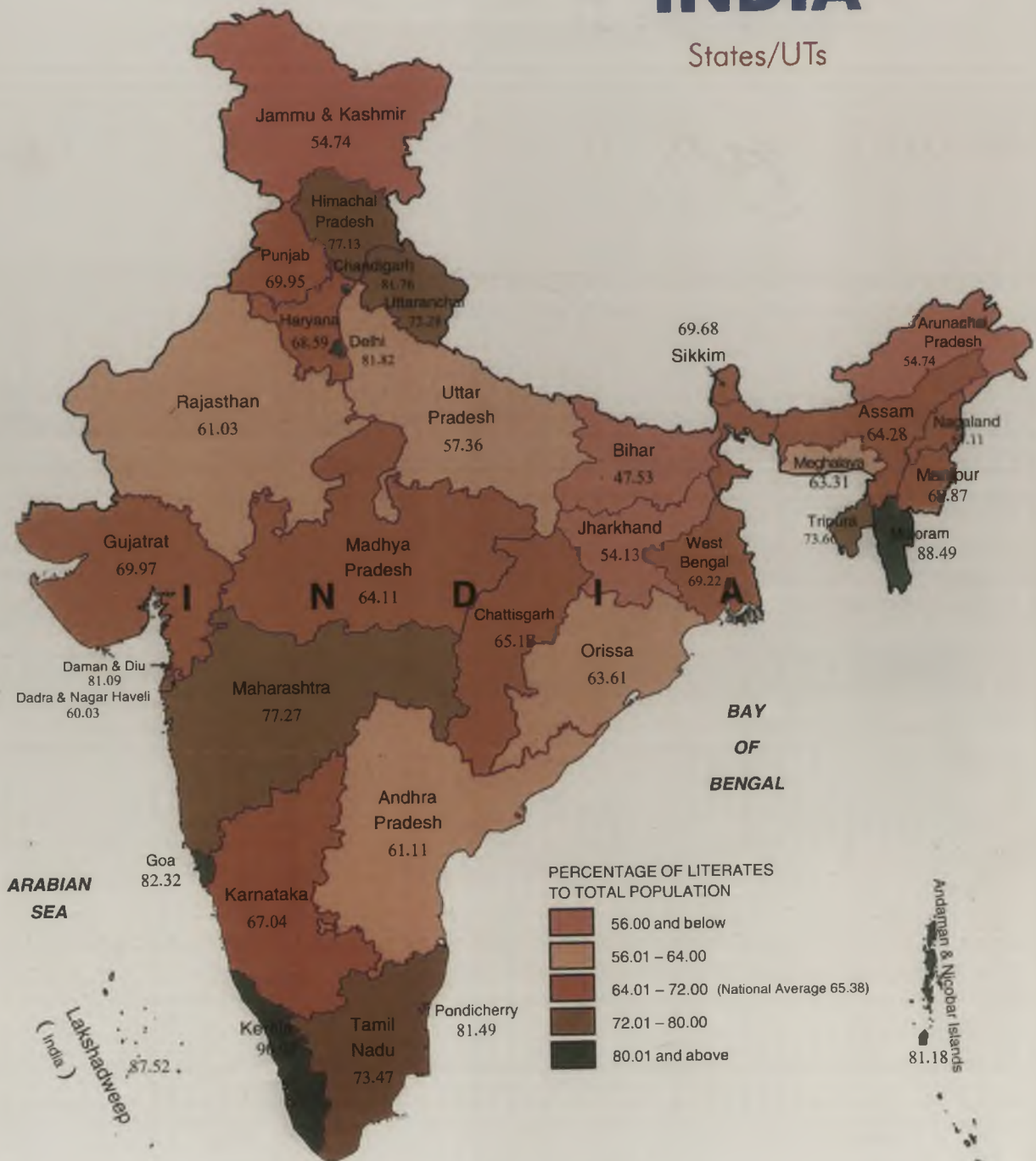
2001 Census (Provisional)	Total	Male	Female
Population (All)	1027.01	531.27	495.74
No. of Literates and Non-literates			
Literate	566.71	339.97	226.74
Non Literate	300.14	108.21	191.93
Literacy Rates (%)			
Literacy Rate	65.38	75.85	54.16
Illiteracy Rate	34.62	24.15	45.84

Source: Census of India - 2001 (Series 1)
Provisional Population Totals (Paper 1 of 2001)



Literacy 2001 INDIA

States/UTs



Source: Census of India - 2001 (Series 1) Provisional Population Totals

Indira Point

Highlights of 2001 Census

Literacy Rate State/UT wise

High Literacy Rate - 80% and above

State/UT	Total	Male	Female
1. Kerala	90.92	94.20	87.86
2. Mizoram	88.49	90.69	86.13
3. Lakshadweep	87.52	93.15	81.56
4. Goa	82.32	88.88	75.51
5. Delhi	81.82	87.37	75.00
6. Chandigarh	81.76	85.65	76.65
7. Pondicherry	81.49	88.89	74.13
8. A & N Islands	81.18	86.07	75.29
9. Daman & Diu	81.09	88.40	70.37

Highlights of 2001 Census

Literacy Rate State/UT wise

above national average (65.4%) and below 80%

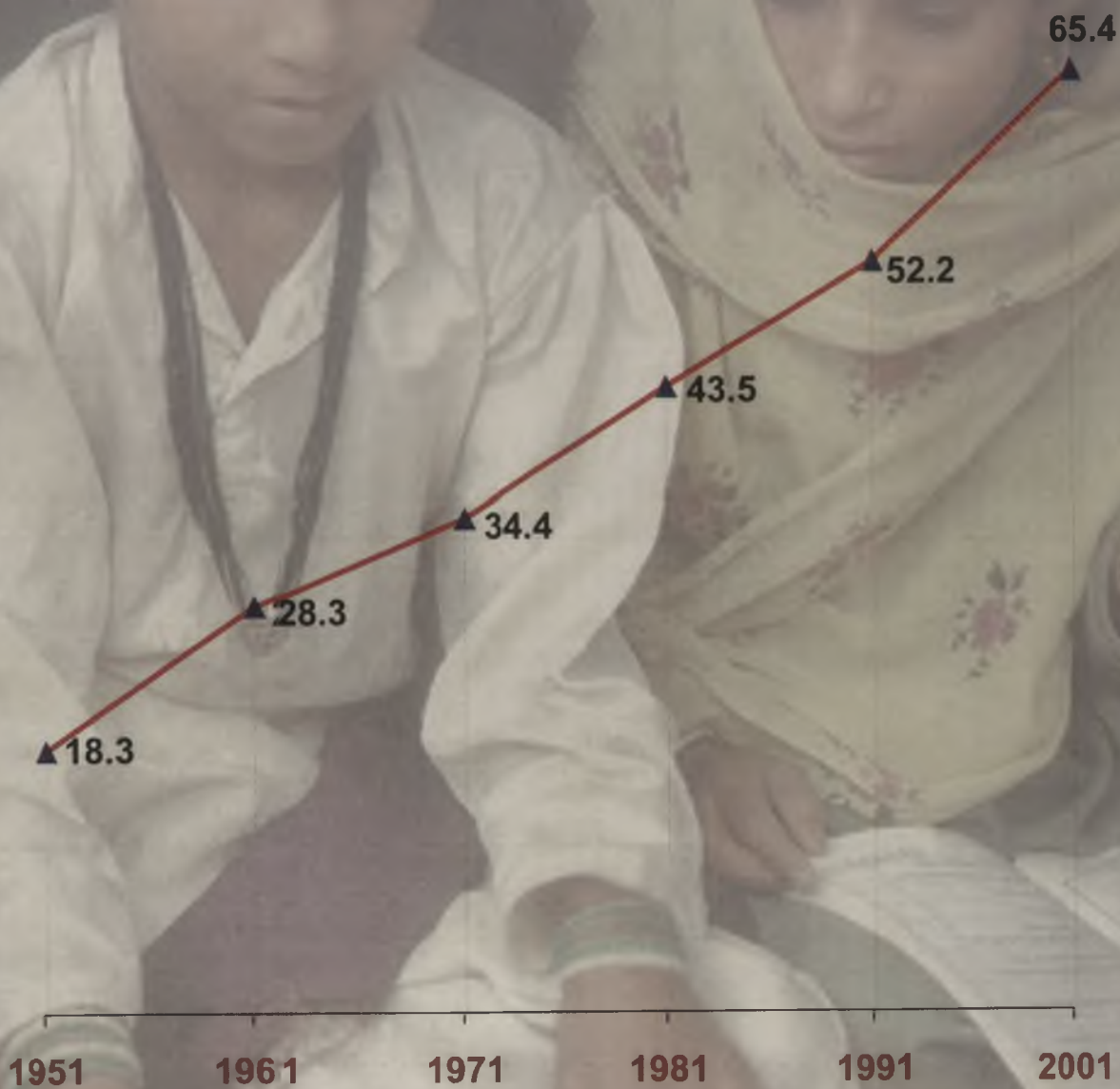
State/UT	Total	Male	Female
1. Maharashtra	77.27	86.27	67.51
2. Himachal Pradesh	77.13	86.02	68.08
3. Tripura	73.66	81.47	65.41
4. Tamil Nadu	73.47	82.33	64.55
5. Uttaranchal	72.28	84.01	60.26
6. Gujarat	69.97	80.50	58.60
7. Punjab	69.95	75.63	63.55
8. Sikkim	69.68	76.73	61.46
9. West Bengal	69.22	77.58	60.22
10. Manipur	68.87	77.87	59.70
11. Haryana	68.59	79.25	56.31
12. Nagaland	67.11	71.77	61.92
13. Karnataka	67.04	76.29	57.45

Highlights of 2001 Census

Literacy Rate State/UT wise

below national average (65.4%)

State/UT	Total	Male	Female
1. Chattisgarh	65.18	77.86	52.40
2. Assam	64.28	71.93	56.03
3. Madhya Pradesh	64.11	76.80	50.28
4. Orissa	63.61	75.95	50.97
5. Meghalaya	63.31	66.14	60.41
6. Andhra Pradesh	61.11	70.85	51.17
7. Rajasthan	61.03	76.46	44.34
8. Dadra & Nagar Haveli	60.03	73.32	42.99
9. Uttar Pradesh	57.36	70.23	42.98
10. Arunachal Pradesh	54.74	64.07	44.24
11. Jammu & Kashmir	54.46	65.75	41.82
12. Jharkhand	54.13	67.94	39.38
13. Bihar	47.53	60.32	33.57



Decadal rise in literacy rates (%)

Literacy Rates

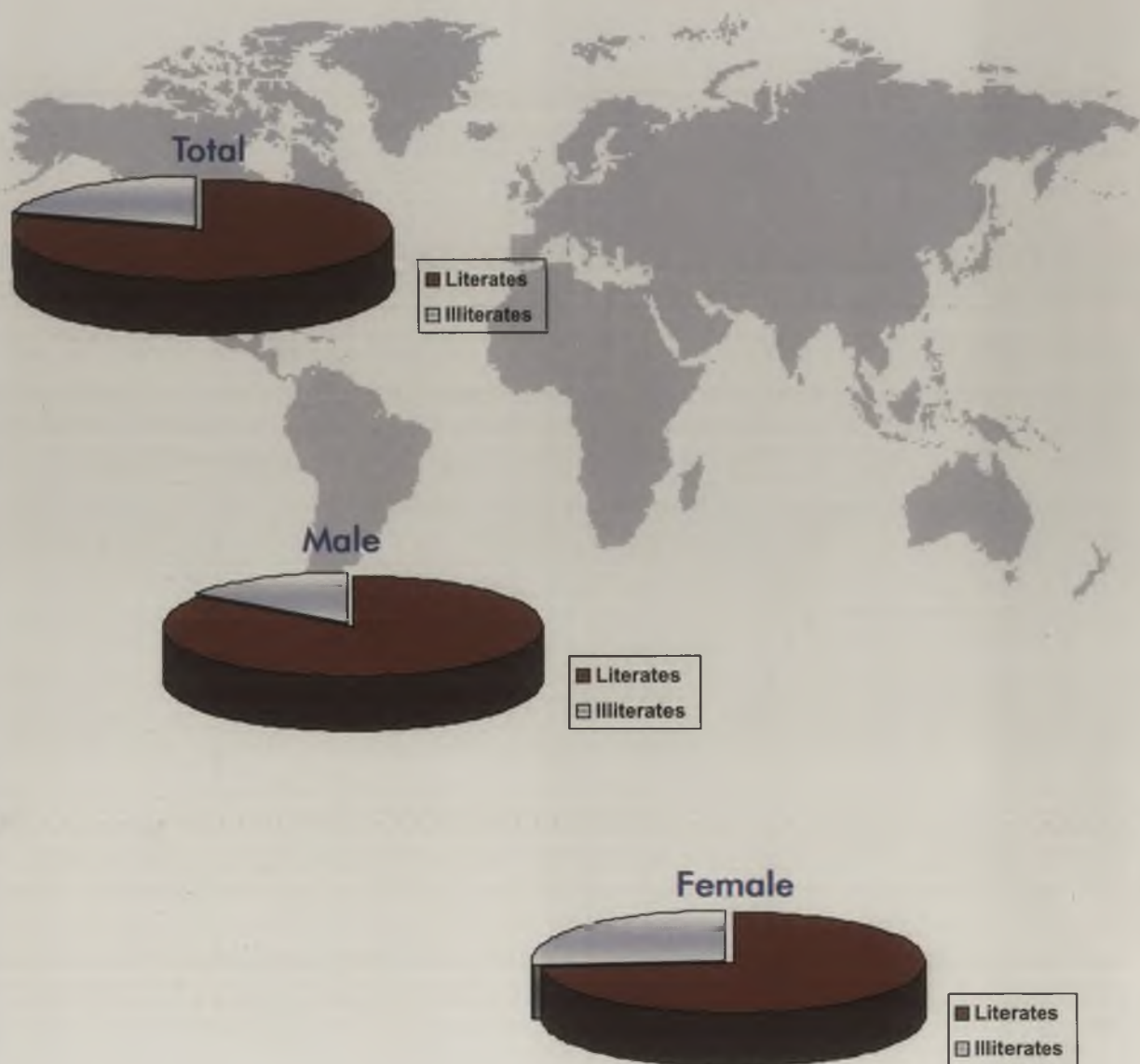
1951-2001

Year	Persons	Males	Females
Literacy rates – 5+ age group			
1951	18.33	27.16	8.86
1961	28.30	40.40	15.35
1971	34.45	45.96	21.97
1981	41.43	53.46	28.47
Literacy rates – 7+ age group			
1981	43.57	56.38	29.76
1991	52.21	64.13	39.29
2001	65.38	75.85	54.16

Note: The 1981 rates exclude Assam where the census could not be conducted.
The 1991 census literacy rates exclude Jammu & Kashmir where the census could not be conducted.

Source: Census of India - 2001 (Series 1) Provisional Population Totals (Paper 1 of 2001)

Population Profile **WORLD**



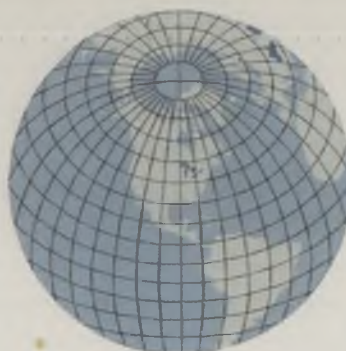
Population Profile

WORLD

(in million)







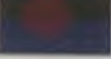
	Total	Male	Female
Population (2000)	6091.3	3068.9	3022.4
Non Literate** (15+)	876.0	313.0	563.0
Literacy Rate** (15+)(%)	79.4	85.3	73.6

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 Literate Non-Literate Population 15+ age (in millions)	Literacy Rate 15+ (%) (2000)		
		Total	Male	Female
 Maldives	—	96.3	96.3	96.4
 Sri Lanka	1.17	91.6	94.5	88.9
 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	40.8	51.7	29.5

* 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)








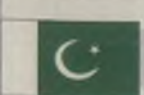

Literacy Status in some **ASIAN** countries

Other Asian Countries

Country <i>Country</i>	Total Non-Literate Population 15+age (in millions) <i>Total Non-Literate Population 15+age (in millions)</i>	Literacy Rate 15+ (%) (2000) <i>Literacy Rate 15+ (%) (2000)</i>		
		Total <i>Total</i>	Male <i>Male</i>	Female <i>Female</i>
 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
 Laos	1.15	61.8	73.6	50.5
 Afghanistan	8.14	36.3	51.0	20.8

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

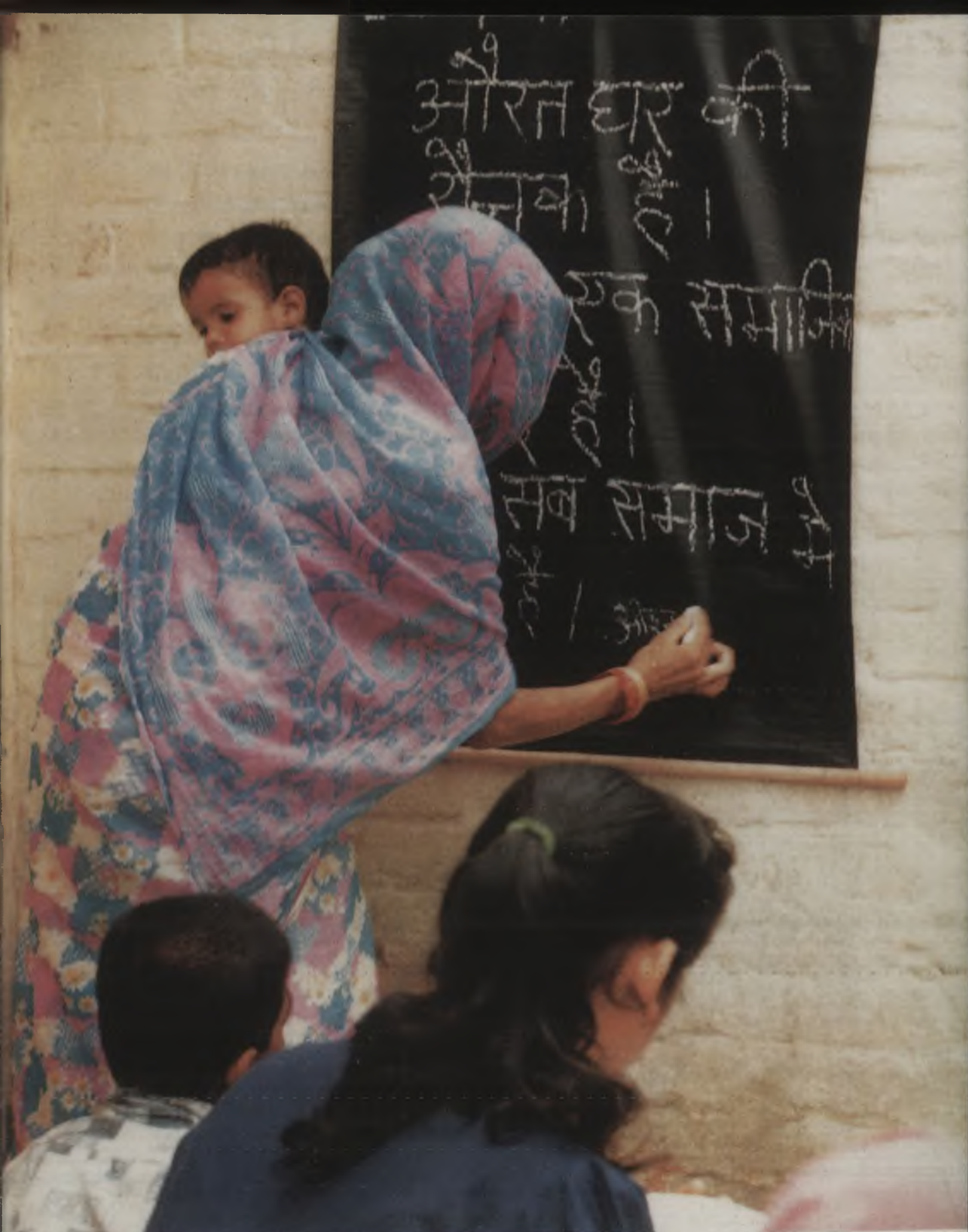
Literacy Status in nine most populous countries

Country	Total Non-Literate Population 15+age	Literacy Rate 15+ (%)		
		Total	Male	Female
 Mexico	5.96	91.0	93.1	89.1
 Indonesia	19.24	87.0	91.9	82.1
 Brazil	17.91	85.3	85.1	85.4
 China	144.46	85.0	92.3	77.4
 Nigeria	22.80	64.1	72.3	56.2
 India*	NA	58.5	72.3	44.4
 Egypt	19.83	55.3	66.6	43.7
 Pakistan	51.67	43.3	57.6	27.8
 Bangladesh	49.62	40.8	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)

Note: The flags on pages 12, 13 and 14 are used as symbolic icons only. The proportions and colours of the flags represented on these pages may be different from the specifications of the flags of individual nations.



National Literacy Mission



Handicrafts made by neo-literates at a Vocational Training Centre

National Literacy Mission



- ◆ **Launched on 5th May, 1988.**
- ◆ Its objective is to achieve a sustainable threshold level of 75% literacy rate by 2005 AD.
- ◆ Its emphasis is to impart Functional Literacy to non literates in 15 -35 age group.
- ◆ Functional Literacy includes:
 - ◆ Self-reliance in 3 Rs
 - ◆ Awareness of the causes of deprivation
 - ◆ Amelioration through organisation and participation in process of development
 - ◆ Skill improvement to raise economic status and general well-being
 - ◆ Imbibing values such as:
 - ◆ National integration
 - ◆ Conservation of environment
 - ◆ Gender equality
 - ◆ Small family norm
- ◆ NLM adopts campaign approach to achieve its objective by means of:
 - ◆ Total Literacy Campaign (TLC)
 - ◆ Post Literacy Programme (PLP)
 - ◆ Continuing Education Programme (CEP)

Characteristics of Total Literacy Campaigns

Well-defined goals

- ◆ Area-specific
- ◆ Time-bound
- ◆ Total coverage for given age group

Volunteer based approach through

- ◆ Zilla Saksharata Samiti
- ◆ Non-governmental organisations
- ◆ All sections of society

Environment building and mass mobilisation through

- ◆ Jathas
- ◆ Folk and electronic media
- ◆ Person-to-person contact
- ◆ Conventions and pledges

Characteristics of Total Literacy Campaigns

Improved pedagogy with emphasis on learning outcomes

Objectives:

- ◆ Standardisation of material
- ◆ Achievement of pre-determined levels

Methodology

- ◆ 8-12 months programme for 200 hours.
Three graded primers, with:
 - ◆ Word method preferred
 - ◆ Stage-to-stage progression
 - ◆ Inbuilt:
 - ◆ Practice
 - ◆ Self-evaluation
 - ◆ Testing
 - ◆ Certification
 - ◆ Followed by post literacy programme

Literacy Instruction

- ◆ Instruction duration 200 hours roughly
- ◆ VT-learner ratio 1:10
- ◆ Community pressure for regular participation
- ◆ Sustained motivation

Characteristics of Total Literacy Campaigns

Monitoring and Evaluation

- ◆ Ongoing process and quality monitoring
- ◆ Monthly monitoring meetings
- ◆ Concurrent and final evaluation
- ◆ Through empanelled external evaluation agencies
- ◆ Learning level related

Low cost

- ◆ Rs. 90-180 per learner

Duration

- ◆ 18 months

Stress on Post Literacy and Continuing Education



Environment building during the total literacy campaign



Creating community pressure for regular participation in literacy campaign

Characteristics of Post Literacy Programmes

Objectives

Consolidation	to prevent regression to illiteracy
Remediation	to enrol drop-outs and enable non-achievers to upgrade their literacy skills
Continuation	to improve literacy skills to a self-reliant level of learning
Application	to enable learners to use literacy skills in day-to-day life
Skill-development	to enable learners to acquire skills for economic self-reliance
Institutionalisation	to promote collective action and facilitate take-off to continuing education

Target Groups

- ◆ Neo-literates
- ◆ Drop-outs of primary school/NFE Programmes
- ◆ Drop-outs/left outs of literacy campaign (for 'mopping up' operation)

Characteristics of Post Literacy Programmes

Steps of Operationalisation

- ◆ Project formulation
- ◆ Re-survey
- ◆ Environment building
- ◆ Mopping up operation
- ◆ Conducting PL activities
- ◆ Stress on skill development

Monitoring and Evaluation

- ◆ Monthly monitoring meetings at state and district levels
- ◆ Closer monitoring through project functionaries, committees, panchayats at village and block levels
- ◆ Final evaluation at the end of the programme by an external evaluation agency nominated by National Literacy Mission

Per Learner Cost

Rs. 90 to Rs. 130 per learner

Duration

12 months



Learners studying at the Continuing Education Centre

Scheme of Continuing Education for Neo Literates

Objective

- ◆ To provide life-long learning opportunities to all people beyond basic literacy and primary education.

Beneficiaries

- ◆ Neo-literates who complete the functional literacy/post literacy in the TLC/PLP
- ◆ School drop-outs
- ◆ Pass-outs of primary schools and Non-Formal Education Programmes
- ◆ All other members of the community interested in availing opportunities for life long learning.

Functions of CECs

- ◆ CECs are the providers of facilities relating to library, reading room, learning centre, training centre, information centre, charcha mandal, development centre, cultural centre, sports centre, etc.

Scheme of Continuing Education for Neo-literates

Activities

- ◆ Establishment of Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCECs).
- ◆ Implementation of target specific functional programmes, like:

Equivalency Programmes (EPs) –

designed as an alternative education programme equivalent to existing formal, general or vocational education.

Income Generating Programmes (IGPs) –

where the participants acquire or upgrade their vocational skills and take up income - generating activities

Quality of Life Improvement Programmes (QLIPs) –

which aim to equip learners and the community with essential knowledge, attitudes, values and skills to raise their standard of living

Individual Interest Promotion Programmes (IIPPs) –

to provide opportunities for learners to participate and learn about their individually chosen social, cultural, spiritual, health, physical and artistic interests



Individual Interest Promotion Programme at a CEC

Establishment and Funding of CECs

- ◆ Establishing one CEC for 2000-2500 population.
- ◆ One nodal CEC for 10-15 CE centres.
- ◆ 100 per cent assistance from the Central Government for the initial 3 years of the project and in the subsequent 2 years there is a 50 per cent State Government share. The State Government will take full responsibility for assistance of the CECs after completion of the initial 5 years.
- ◆ Additional funds provided for taking up innovative programmes.

Organisational Structure

- ◆ SLMA at state level
- ◆ ZSSs to implement and monitor the programmes of continuing education at district level

Scheme of Continuing Education for Neo-literates

Supporting agencies like Panchayati Raj Institutions, NGOs, State Resource Centres, District Resource Units, District Institutes of Education and Training, National Open School, State Open Schools, etc., are to be actively engaged for implementation and monitoring of the programmes of the Continuing Education Scheme at the district level.



Learning at a Continuing Education Centre

Scheme of Continuing Education for Neo-literates

Implementation Strategy

- ◆ To create an effective learning structure for neo-literates to strengthen their existing skills.
- ◆ Make learning relevant to actual life situations by providing technical and vocational skills.
- ◆ Encourage creative thinking through participative group activities.
- ◆ Encourage NGOs, Voluntary Agencies, Universities, Jan Shikshan Sansthan, SRCs etc., to actively participate in planning, management and running of CECs/NCECs.
- ◆ Active participation of Panchayati Raj institutions and functionaries at all levels.
- ◆ Enlist community participation in such a way as to lead to community ownership of the Scheme.
- ◆ Active linkages with other development departments at the grassroots level.
- ◆ Make the programme sustainable by making it need-based and demand oriented.

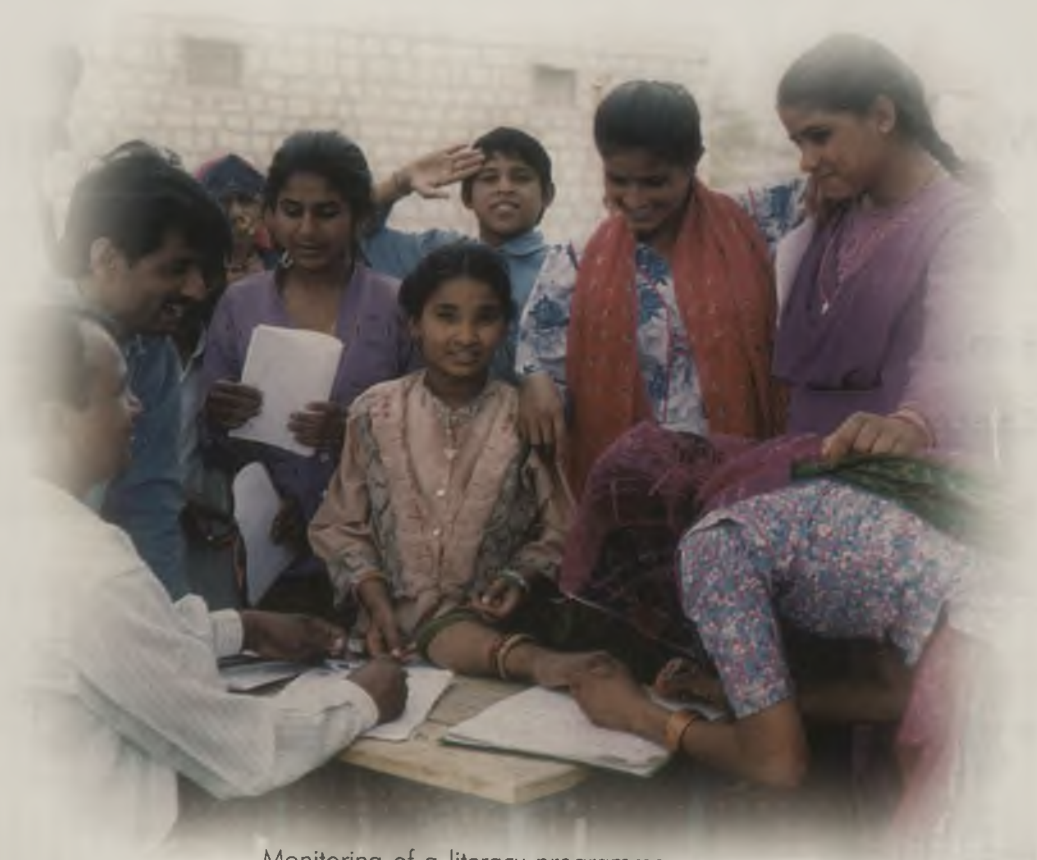
Monitoring and Evaluation Practices

Before the sanction:

- ◆ Pre-appraisal of the project
- ◆ Visit by a team of consultants/experts to know:
 - ◆ the state of preparedness
 - ◆ commitment of District Collector
 - ◆ the extent of resource support from NGOs
 - ◆ other spade work

After the sanction:

- ◆ Monitoring of progress through:
 - ◆ Monthly Monitoring Meetings of ZSS Secretaries held at the State Directorate of Adult Education/ Mass Education
 - ◆ Critical review of progress of literacy campaigns in the districts on the basis of 2-page district proforma every month at the state level
 - ◆ Consolidated State/UT progress report from the Directorate of Adult Education/Mass Education
 - ◆ Proceedings of the State level Monthly Monitoring Meetings



Monitoring of a literacy programme

Spot Evaluations by:

- ◆ Empanelled Evaluating Agencies
- ◆ Officials
- ◆ Consultants
- ◆ Non-officials

Review Meetings:

- ◆ National level
- ◆ State/UT level

Evaluation of the MISSION

- ◆ Evaluation instituted after 5 years of functioning
- ◆ Expert group headed by Late Prof. Arun Ghosh

Highlights of Expert Group's Report

(Submitted on 26.9.1994)

Strengths

- ◆ More of a movement than a programme
- ◆ Overwhelming impact on women
- ◆ Positive impact on caste and communal relations
- ◆ Demand generated for primary education
- ◆ Activated concern for developing a just and humane society
- ◆ Sensitisation of bureaucracy
- ◆ Literacy placed on the national agenda

Evaluation of the MISSION

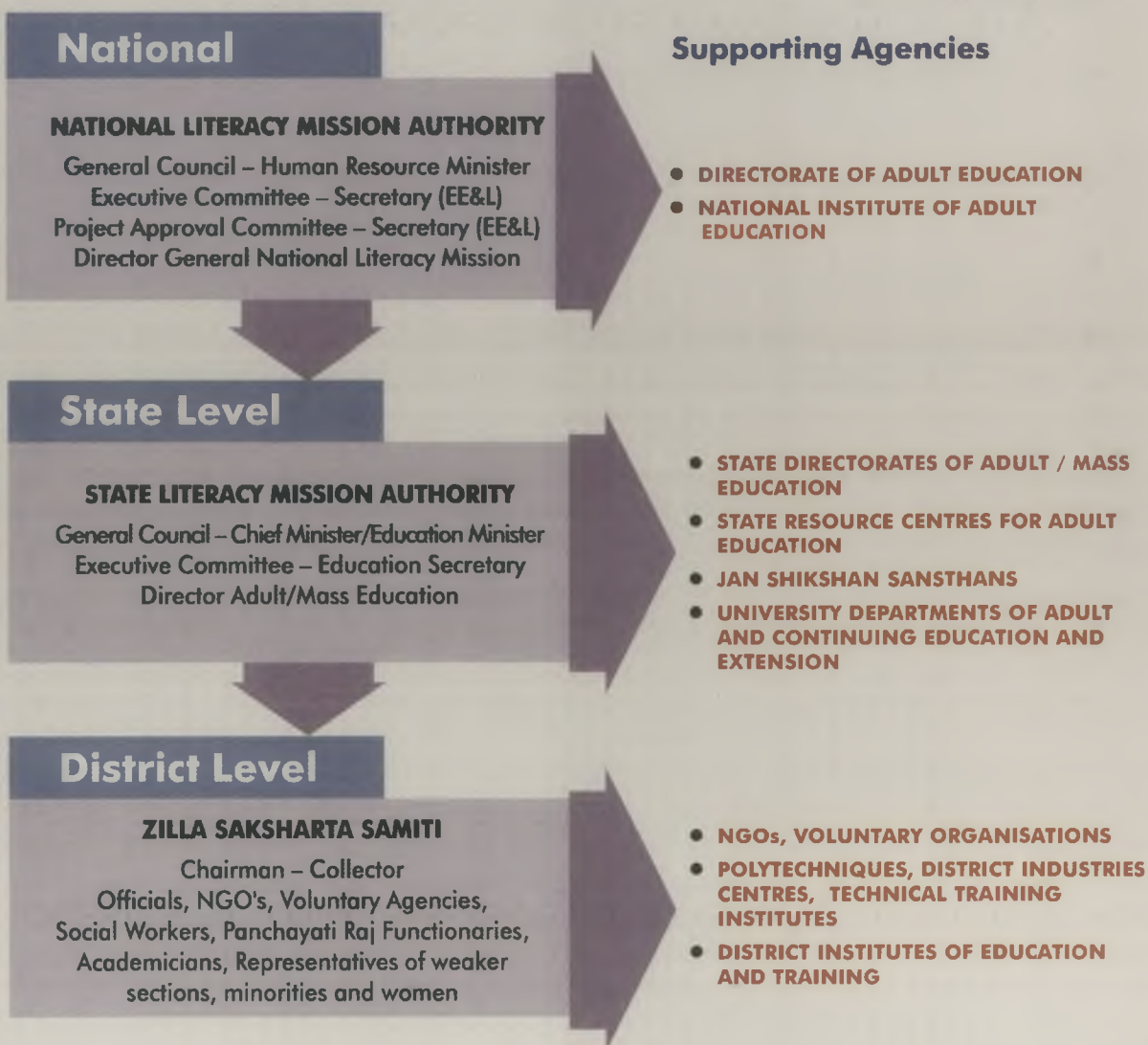
Weaknesses

- ◆ Quality suffered in some places because of preoccupation with total literacy
- ◆ Bureaucratisation in some cases
- ◆ Fragile literacy - may lead to relapse
- ◆ Some campaigns launched without adequate preparations
- ◆ Progress is patchy and doubtful in some states

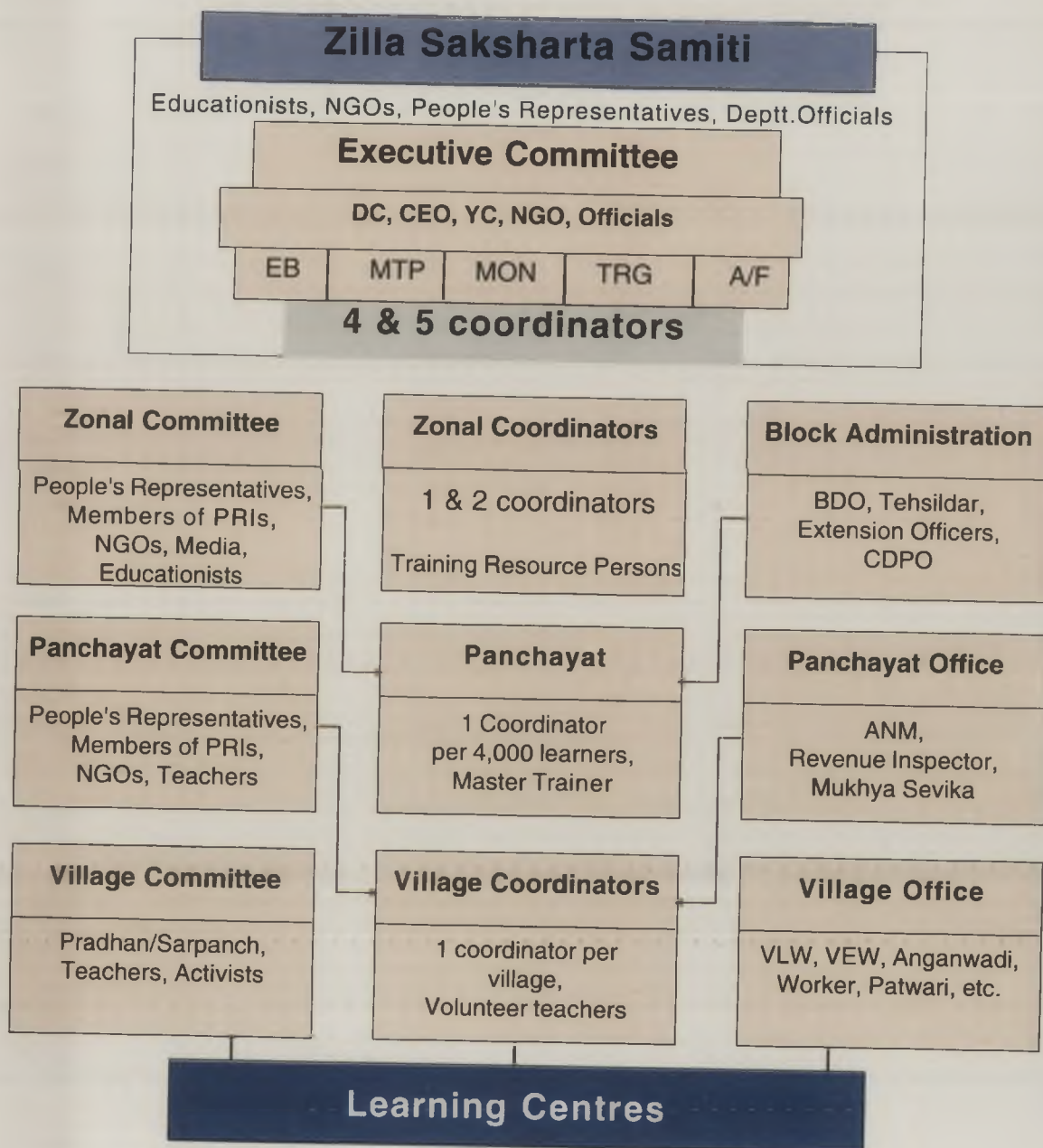


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National Literacy Mission Management Structure



District Organisation Structure



EB Environment Building
MON Monitoring
A/F Accounts and Finance

MTP Material Preparation
TRG Training
PRI Panchayati Raj Institution

Scheme of Support to Voluntary Organisations

The National Literacy Mission fully recognises the vast potential of NGOs in furthering its programmes and schemes. Therefore, ever since its inception, the Mission has taken measures to strengthen its partnership with NGOs.

Under the scheme of support to NGOs, voluntary agencies are encouraged and financial assistance is provided for activities such as:

- ◆ Running post-literacy and continuing education programmes with the objective of total eradication of illiteracy in well-defined areas.
- ◆ Undertaking resource development activities through establishment of State Resource Centres (SRCs).
- ◆ Organising vocational and technical education programmes for neo-literates.
- ◆ Promoting innovation, experimentation and action research;
Conducting evaluation and impart studies.
- ◆ Organising symposia and conferences, publication of relevant books and periodicals and production of mass-media support aids.

- ◆ With more and more districts having completed the post-literacy programmes, the NGOs are expected to take up area-specific continuing education programmes for life-long learning. This will include skill development programmes for personal, social and occupational development.

Partnership with Universities

A special scheme for the involvement of higher educational institutions in the literacy programmes has been conceived with the specific purpose of making their role more focused.

If universities and such other institutions come forward even in a moderate way, the literacy movement would benefit enormously. Some of the areas in which they can actively contribute are:

- ◆ Provide special resource support to literacy activities in all phases
- ◆ Provide resource support for continuing education schemes by preparing short-term courses for neo-literates
- ◆ Undertake evaluation, research and documentation of TLC/PLP and CE programmes
- ◆ Involve university staff on a full-time basis in literacy programmes
- ◆ Participate in environment building
- ◆ Run continuing education centres

Building Resources State Resource Centre

- ◆ There were 14 SRCs in 1980 and their number increased to 25 by 2000.
- ◆ SRCs are managed by NGOs or universities and are expected to provide academic and technical resource support to literacy programmes .
- ◆ This is mainly done by organising training programmes, material preparation, publishing of relevant material, extension activities, innovative projects, research studies and evaluation.
- ◆ The SRCs are divided into two categories of A and B which receive an annual grant of Rs 60 and 40 lakh respectively.
- ◆ The grading is done on the basis of the volume of work. Upgradation is based on performance or increased workload. New resource centres are initially graded in the lower category.
- ◆ The SRCs are also given one time grant of Rs. 50.00 lakh and Rs. 40.00 lakh for 'A' and 'B' category of SRCs respectively.

Jan Shikshan Sansthan (Institute of People's Education)

- ◆ Formerly known as 'Shramik Vidyapeeth'.
- ◆ An institutional framework for offering non-formal vocational and skill-upgradation training programmes to adults in the disadvantaged groups.
- ◆ Focus on target groups of neo-literates, non-literates, less educated, SC & ST, women etc.
- ◆ Provides academic and resource support to Zilla Saksharata Samiti for taking up vocational training programmes under CE.
- ◆ To function as a nodal CEC and to run 10 to 15 CECs.
- ◆ Organises equivalency programmes through open learning system.
- ◆ Promotes national goals through polyvalent education.
- ◆ Set up under the aegis of an NGO or as an independent NGO - Registered separately.
- ◆ Managed by a Board of Management.
- ◆ Three categories – A, B and C depending upon the location and performance.
- ◆ Funding by GOI on a set pattern.
- ◆ Total Number of JSSs is 92
- ◆ Sixteen more to be sanctioned during 2001-2002.
- ◆ JSSs offer about 225 vocational training courses from dress-making to computer operation.
- ◆ More than 75% of 1.82 lakh beneficiaries during 2000-2001 were women.

Initiatives of the National Literacy Mission

Integrated Approach

- ◆ The problem of illiteracy to be tackled in a holistic manner.
- ◆ Total Literacy and Post Literacy Phases to actually constitute two operational stages in the learning continuum.
- ◆ Progress of literacy efforts to be made goal-directed.
- ◆ Literacy Campaigns to continue running in areas with large pools of residual illiteracy.
- ◆ Financial sustenance from one single and same budgetary provision to facilitate smooth progression of the scheme.
- ◆ Active participation of Panchayati Raj Institutions in literacy programmes in keeping with the constitutional responsibilities entrusted to them by the 73rd and 74th amendment.
- ◆ Strengthening the system of review and monitoring by revamping, energising and empowering the State Directorates of Adult Education/State Literacy Mission Authorities.
- ◆ Equivalency programme to allow adult neo-literates to pursue further studies through State Open Schools.
- ◆ Writers workshops for preparation of neo-literate literature.
- ◆ Institution of Awards for outstanding literacy work.

Initiatives of the National Literacy Mission

Decentralisation of Financial and Administrative Powers

- ◆ Decentralisation of Administrative and Financial Powers to State Literacy Mission Authorities/State Directorates of Adult Education.
- ◆ SLMA is the nodal agency at the State level for monitoring and implementing the scheme of continuing education.
- ◆ SLMAs have been empowered to approve continuing education projects and funds have been placed at their disposal.

Strengthening and revamping of State Resource Centres

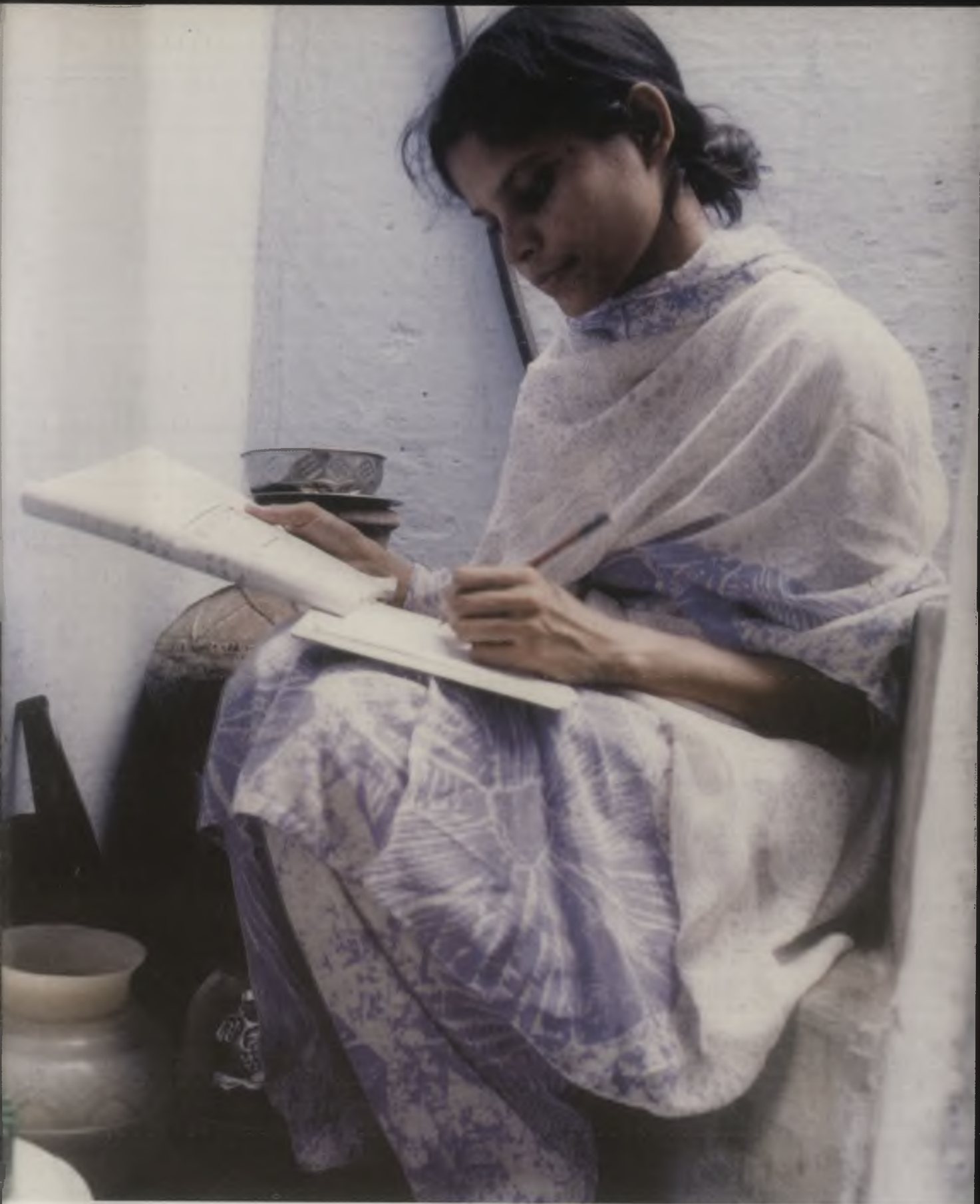
- ◆ To provide academic and technical resource support to literacy programmes.
- ◆ Preparation of teaching-learning and training material for literacy programme and training of literacy functionaries.
- ◆ Production and dissemination (including translation) of literature on adult education.
- ◆ Motivational and environment building activities.
- ◆ Multimedia work.
- ◆ Research, evaluation and monitoring of literacy projects.
- ◆ Undertaking innovative projects for future needs.

Initiatives of the National Literacy Mission

Strengthening and revamping of Jan Shikshan Sansthan

(formerly called Shramik Vidyapeeths)

- ◆ Originally set up to improve vocational skills and quality of life of industrial workers and their families.
- ◆ Focus now on neo-literates (at least 25%), SC, ST, women and weaker sections of society including unemployed youth.
- ◆ Act as district level resource support agency for vocational training and skill development in the continuing education programme.
- ◆ Area of operation extended to rural area and to the whole district.



NLM Achievements

Status of Literacy Campaigns

574 districts covered under literacy campaigns

302 districts reached post literacy phase

112 districts entered Continuing Education phase

Target

To attain a sustainable threshold rate of 75% literacy by 2005 AD

Coverage

Literacy projects sanctioned so far to cover 150 million learners

Enrolled

125 million learners under literacy campaigns

Volunteers

Under Total Literacy Campaigns 125 million learners have been enrolled and more than 12 million volunteers have participated in the programme.

Made literate

91.53 million under all schemes of NLM

(71.45 million under literacy campaigns and 20.08 million under other schemes)

Status of Literacy Campaigns

Per learner cost comparison between TLC and Formal system

Total literacy campaigns – Rs. 90-180 per learner

Average expenditure per student in Class I-VIII

(in 1995-96) Rs. 948 p.a.*

61% learners are female and 39% are male

23% are SC learners and 13% are ST

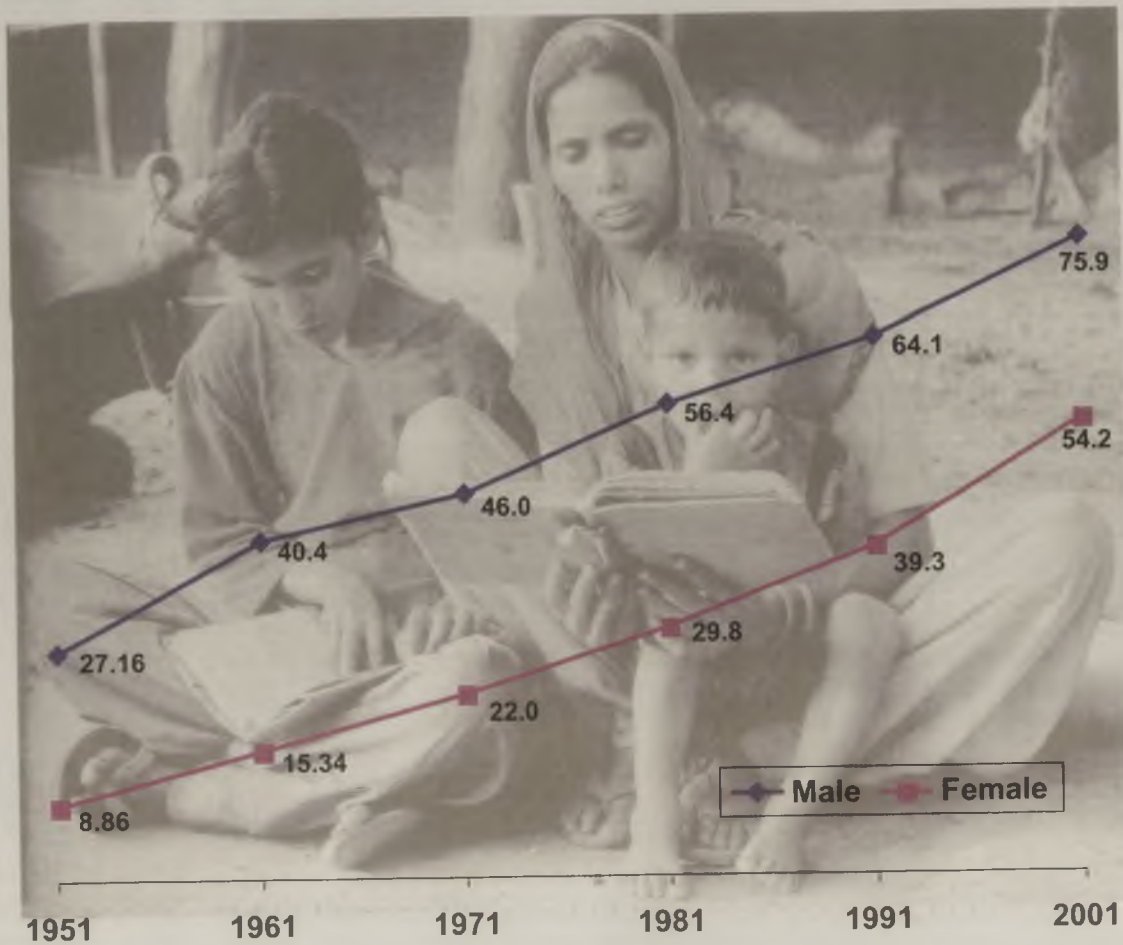
States/UTs fully covered through TLCs

Andhra Pradesh, Assam, Chattishgarh, Delhi, Gujarat, Goa,
Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh,
Maharashtra, Mizoram, Orissa, Punjab, Rajasthan, Tamil Nadu,
Tripura, Uttar Pradesh, Uttaranchal, West Bengal, Chandigarh,
Dadra & Nagar Haveli and Pondicherry

* Shri Muhi Ram Saikia, former Minister of State for Education Committee report

Status of Female Literacy

Male-Female Differential during 1951-2001



Status of Female Literacy

Male-Female Differential during 1951-2001

Year	Literacy Rates			
	Total	Males	Females	Differential
1951	18.33	27.16	8.86	18.30
1961	28.30	40.40	15.35	25.05
1971	34.45	45.95	21.97	23.98
1981	43.57	56.38	29.76	26.62
1991	52.21	64.13	39.29	24.84
2001	65.38	75.85	54.16	21.69

The literacy rate in the country has increased from 18.33% in 1951 to 65.38% as per 2001 census. The female literacy rate has also increased from 8.86% in 1951 to 54.16% in 2001. The female literacy rate during the period 1991-2001 increased by 14.87% whereas male literacy rate rose by 11.72%. Thus, the female literacy rate actually increased by 3.15% more as compared to the male literacy rate.

Status of Female Literacy

Factors Responsible for poor female literacy rate

Historically, a variety of factors have been found to be responsible for poor female literacy rate, viz.,

- ◆ Gender based inequality
- ◆ Social discrimination and economic exploitation
- ◆ Occupation of girl child in domestic chores
- ◆ Low enrolment of girls in schools

Strategies adopted by the Government for improving female literacy

The main strategies adopted by the Government for improving female literacy and empowerment include:

- ◆ National Literacy Mission for imparting functional literacy
- ◆ Non formal Education
- ◆ Mahila Samakhya
- ◆ Sarva Shiksha Abhiyan

Status of Female Literacy

Impact of Literacy programmes on women's empowerment

- ◆ Heightened social awareness
- ◆ Increased school enrolment
- ◆ Increase in self confidence and personality development
- ◆ Gender equity and women's empowerment
- ◆ Status in the family
- ◆ Educational equality
- ◆ Women as entrepreneurs
- ◆ Household savings and access to credit
- ◆ Health and hygiene



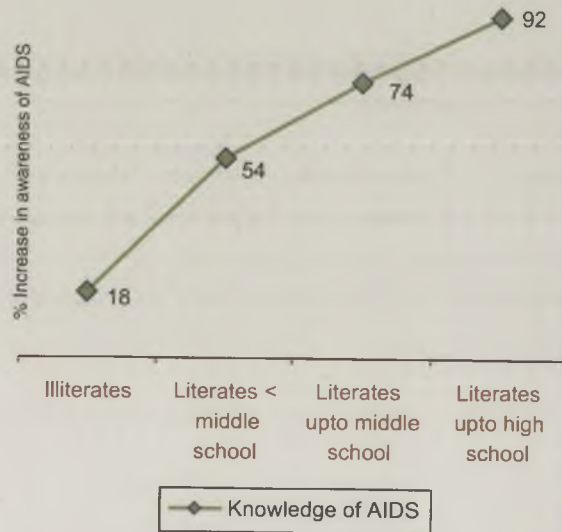
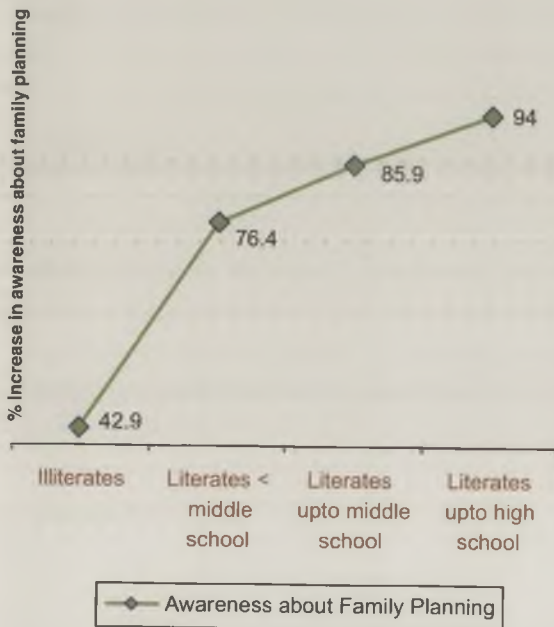
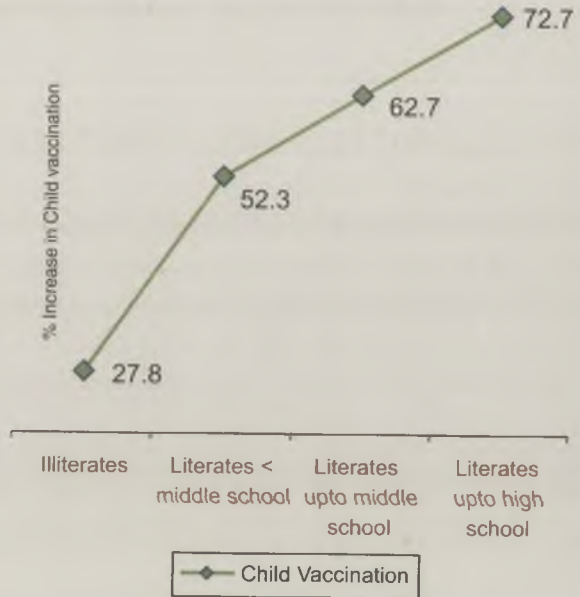
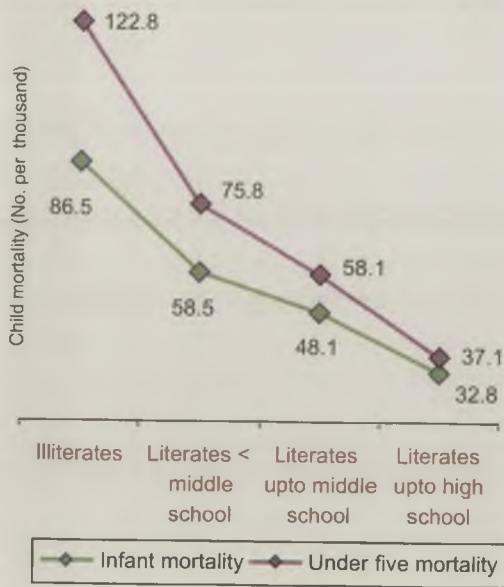
Women reading books at the library of
the Continuing Education Centre

Status of Female Literacy

Corelation between literacy, status of women and social impact*

- ◆ Literate women take better care of their health during pregnancy. 91.2% of literate women had taken tetanus toxide injection as compared to only 54.7% illiterate women.
- ◆ 86.5% educated women took folic acid tablets as compared to 43.6% among illiterate women.
- ◆ Literate women are more aware of the benefits of small family and the practice of family planning.
- ◆ 76.4% of literate women had heard or seen a media message on family planning as compared to 42.4% of illiterate women.
- ◆ The fertility rate among illiterate women is 3.47% as compared to 2.64 in literate women.
- ◆ 87 deaths per 1,000 live births for illiterate mothers as compared to 33 deaths per 1,000 live births for mothers who have completed high school.
- ◆ 73% children of mothers who had completed high school were fully vaccinated (immunised) as compared to only 28% of the children of the illiterate mothers.
- ◆ Only 18% of illiterate women were aware of AIDS as compared to 54% of literate women and 92% of literate women who have completed high school.

* Source: National Family Health Survey Report 1998-99



Significant Impacts of Literacy Campaigns

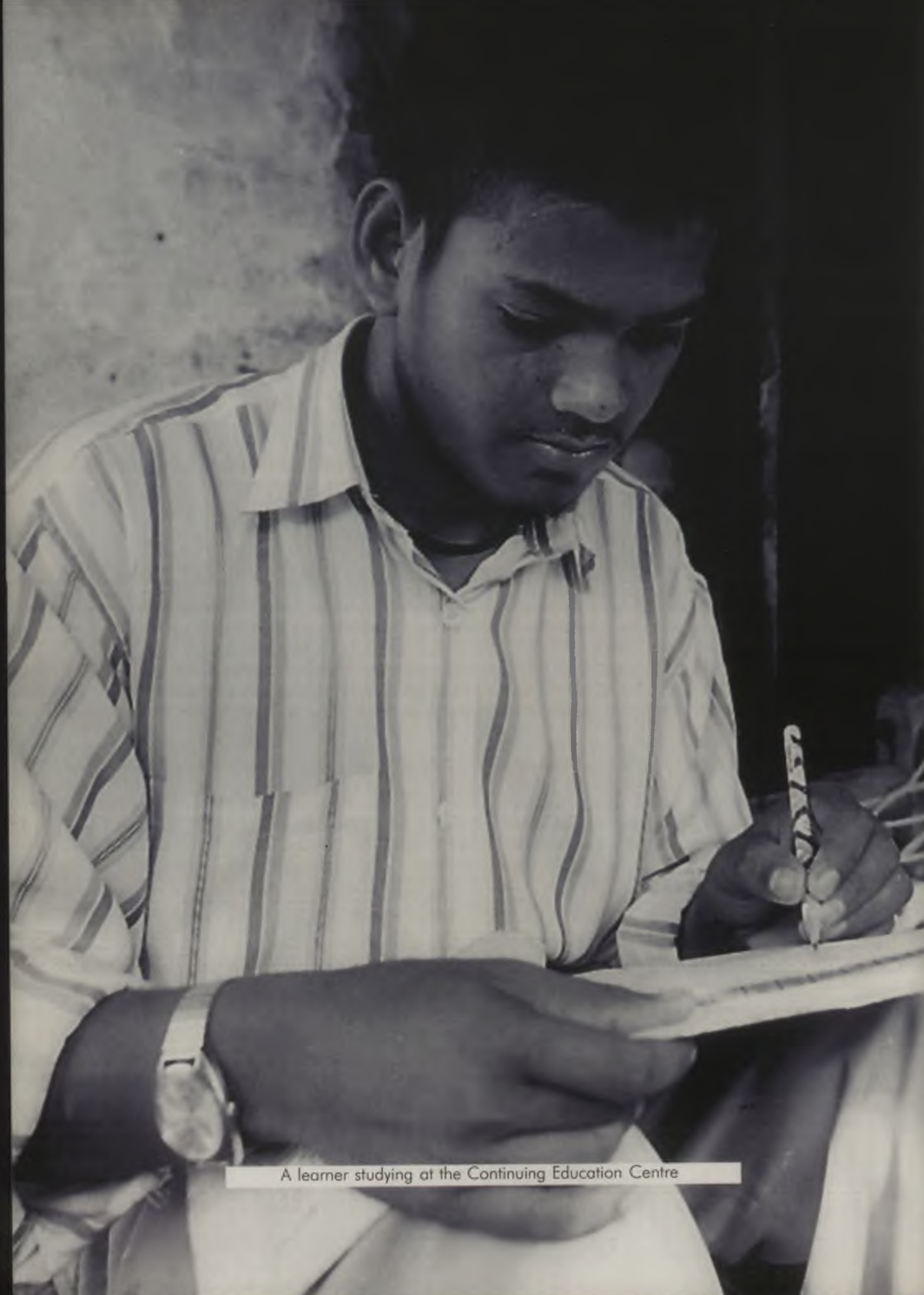
- ◆ The literacy rates recorded an impressive increase of 13.17 percentage points from 52.21 in 1991 to 65.38 in 2001. This is the highest rate of increase in a decade since independence.
- ◆ The female literacy rate increased by 14.87 percentage points (from 39.29 to 54.16) as against 11.72 percentage points (64.13 to 75.85) in case of males during the same period.
- ◆ The gap in male-female literacy rate has decreased from 24.84 in 1991 to 21.69 percentage points in 2001.
- ◆ All state and union territories without exception have shown increase in literacy rates during 1991-2001.
- ◆ In all states and union territories the male literacy is now over 60%.
- ◆ Women have benefited significantly and the cause of women's equality has been promoted.
- ◆ Higher enrolment and retention of children in schools has been witnessed.
- ◆ Significantly enhanced participation in the family welfare programme has been noticed.
- ◆ Greater acceptance of the message of immunization has taken place with an improvement in its actual implementation.
- ◆ Social, cultural and linguistic integration and communal harmony have been promoted.

Significant Impacts of Literacy Campaigns

- ◆ Abominable social evils such as dowry, child marriage, beggary and alcoholism are being attacked.
- ◆ Grassroots level structures, such as Village Education Committees have been strengthened, giving rise to more effective social and community mobilization.
- ◆ Improved practices of domestic cleanliness have resulted in neo-literates showing a much higher desire to maintain a cleaner, germ-free house-hold environment.
- ◆ Communities have been strengthened, have acquired a new cohesiveness and a capacity for group action.
- ◆ Communities have been provided the opportunity to plan, implement and evaluate their own programmes so that they may become empowered and self-reliant in their attempts to determine and sustain the course of their lives.



Two women participating in a group discussion
at the Continuing Education Centre



A learner studying at the Continuing Education Centre

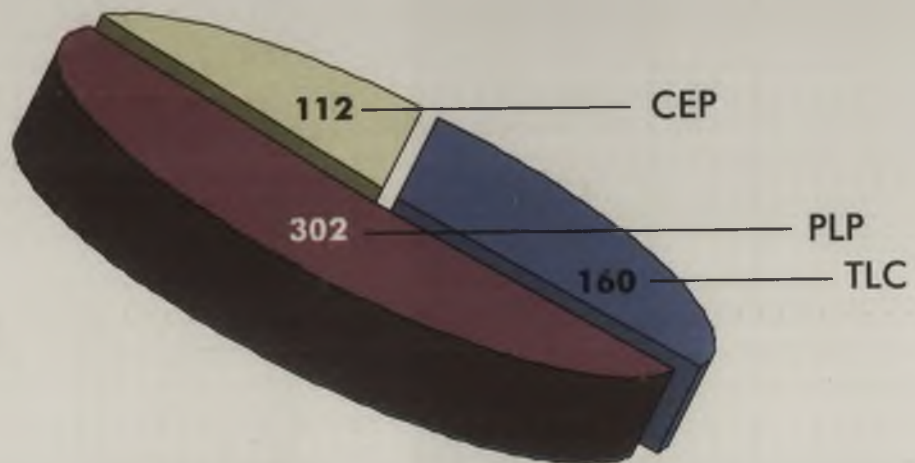
Significant Impacts of Literacy Campaigns

- ◆ Individuals and communities have been sensitised into developing deep and abiding consciousness about ecological issues.
- ◆ At the individual level, self-esteem and self-confidence have increased manifold.
- ◆ Neo-literates have acquired a sense of self-belief, a desire to increase awareness levels, to know more about the outside world and to escape from the shackles of entrenched beliefs, antiquated ideas and both social and religious dogmas.
- ◆ The 'Kala Jatha' (cultural caravans) and programmes of folk songs and drama, use of audio-cassettes for songs, community singing etc., have resulted in a cultural revival that is revitalizing folk traditions.



A neo-literate woman teaching her daughter at home

Number of Districts Covered under various schemes of NLM out of total 598



State-wise statement showing number of districts covered under various schemes of NLM

State/UT	Total No. of distts.	Covered under			Total No. of districts	
		TLC	PLP	CEP	covered	uncovered
Andhra Pradesh	23	0	3	20	23	0
Arunachal Pradesh	14	0	*7	0	7	7
Assam	23	12	*11	0	23	0
Bihar	37	22	13	0	35	2
Chhattisgarh	16	9	6	1	16	0
Goa	2	2	0	0	2	0
Gujarat	25	0	13	12	25	0
Haryana	19	11	7	1	19	0
Himachal Pradesh	12	0	11	1	12	0
Jammu & Kashmir	14	5	*4	0	9	5
Jharkhand	22	14	3	2	19	3
Karnataka	27	0	15	12	27	0
Kerala	14	0	0	14	14	0
Madhya Pradesh	45	18	26	1	45	0
Maharashtra	35	5	21	9	35	0
Manipur	9	1	*7	0	8	1
Meghalaya	7	6	0	0	6	1
Mizoram	8	0	0	8	8	0
Nagaland	8	0	*7	0	7	1
Orissa	30	14	16	0	30	0
Punjab	17	9	7	1	17	0
Rajasthan	32	0	25	7	32	0
Sikkim	4	0	*4	0	4	0
Tamil Nadu	30	3	18	9	30	0
Tripura	4	0	4	0	4	0
Uttaranchal	13	1	12	0	13	0
Uttar Pradesh	70	16	52	2	70	0
West Bengal	18	2	9	7	18	0

Note: * In these districts, some blocks were sanctioned projects of Rural Functional Literacy Programme (RFLP)

UT-wise statement showing number of districts covered under various schemes of NLM

State/UT	Total No. of districts	Covered under			Total No. of districts	
		TLC	PLP	CEP	covered	uncovered
A & N Islands	2	0	0	0	0	2
Chandigarh	1	0	0	1	1	0
D & N Haveli	1	1	0	0	1	0
Daman and Diu	2	0	1	0	1	1
Delhi	9	9	0	0	9	0
Lakshadweep	1	0	0	0	0	1
Pondicherry	4	0	0	4	4	0



Women learners at a Continuing Education Centre



Financial Details

Eighth Five-Year Plan Allocation and Expenditure

Eighth Five-Year Plan: 1992-93 to 1996-97

Approved outlay Rs.1400 crore

(Rs. in crore)

Year	Allocation	Expenditure
1992-93	120.00	97.58
1993-94	177.97	166.39
1994-95	214.00	206.90
1995-96	234.00	143.93
1996-97	224.50	103.12
Total	970.47	717.92



Expenditure

Ninth Five-Year Plan Allocation and Expenditure

Ninth Five-Year Plan: 1997-98 to 2001-2002

Approved outlay Rs. 630.39 crore

(Rs. in crore)

Year	Allocation	Expenditure
1997-98	127.00	79.74
1998-99	93.97	72.23
1999-2000	110.00	87.07
2000-2001	120.00	108.16
2001-2002	200.00	*
Total	650.97	347.20

* current year

(Figures for expenditure are for the first 4 years of the 9th Five Year Plan)



□ Expenditure

Funds released to States/UTs for Adult Education Programme from 1995-96 to 2000-2001

(Rs. in lakhs)

State/UT	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-2001	TOTAL
1. A & N Islands	8.12	12.56	—	5.81	—	—	26.49
2. Andhra Pradesh	884.21	1081.06	922.55	114.52	872.24	626.97	4501.55
3. Arunachal Pradesh	25.63	20.72	3.67	—	—	—	50.02
4. Assam	361.09	194.29	86.97	195.61	332.99	166.15	1337.10
5. Bihar	1977.84	1062.52	446.98	347.39	241.21	419.99	4495.93
6. Chhattisgarh	—	—	—	—	—	10.00	10.00
7. Chandigarh	20.12	41.37	20.00	57.86	14.60	26.00	179.95
8. Daman & Diu	0.50	—	—	—	0.80	—	1.30
9. D & N Haveli	—	—	—	—	—	—	—
10. Delhi	322.58	158.57	173.87	32.25	138.20	186.82	1012.29
11. Goa	5.95	3.32	0.56	4.61	—	—	14.44
12. Gujarat	262.98	458.78	112.34	105.25	806.84	1002.90	2749.09
13. Haryana	175.31	57.12	77.50	55.50	89.40	103.67	558.50
14. Himachal Pradesh	26.43	49.18	112.82	63.86	40.52	59.85	352.66
15. J & K	132.70	50.47	38.20	130.04	59.00	73.13	483.36
16. Jharkhand	—	—	—	—	—	55.00	55.00
17. Karnataka	319.58	350.16	303.29	84.39	581.06	2537.23	4175.71

Funds released to States/UTs for Adult Education Programme from 1995-96 to 2000-2001

(Rs. in lakhs)

State/UT	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-2001	TOTAL
18. Kerala	7.00	537.97	15.35	48.34	369.35	706.25	1684.26
19. Lakshadweep	1.62	4.32	—	3.21	—	—	9.51
20. Madhya Pradesh	977.67	548.53	459.47	636.25	231.54	343.10	3196.56
21. Mcharashtra	1153.63	432.82	746.29	467.71	526.85	317.00	3644.31
22. Manipur	17.62	20.63	17.94	25.55	8.70	2.61	93.05
23. Meghalaya	127.74	112.46	16.85	16.00	12.50	25.50	311.05
24. Mizoram	2.29	0.57	34.23	49.52	—	59.40	146.01
25. Nagaland	47.81	56.90	32.34	27.89	—	—	164.94
26. Orissa	801.36	310.13	196.62	206.91	301.77	202.28	2019.07
27. Pandicherry	—	—	18.24	—	—	31.92	50.16
28. Punjab	370.34	135.00	211.14	42.98	58.33	80.76	898.55
29. Rajasthan	1681.76	1304.62	820.35	359.73	1124.96	419.90	5711.32
30. Sikkim	—	11.22	—	—	—	—	11.22
31. Tamil Nadu	1212.48	261.21	554.00	120.17	169.97	212.50	2530.33
32. Tripura	0.10	4.73	27.00	61.32	10.00	30.50	133.65
33. Uttar Pradesh	1888.01	943.27	537.23	728.37	739.94	872.82	5709.64
34. Uttaranchal	—	—	—	—	—	59.02	59.02
35. West Bengal	308.40	728.11	502.82	1937.06	357.00	708.15	4541.54
TOTAL	13120.87	8952.62	6488.44	5928.10	7087.77	9339.42	50917.22

Ninth Five-Year Plan Scheme-wise Actual Expenditure

(Rs. in crore)

Scheme	1997-98	1998-99	1999-2000	2000-2001
Special project for eradication of illiteracy	25.80	20.00	20.97	10.89
Voluntary Agencies	7.07	6.65	9.00	11.00
Directorate of Adult Education	13.59	10.55	14.00	16.50
Jan Shikshan Sansthan	3.92	4.63	6.71	14.00
Strengthening of Administrative Structure	4.00	5.00	-	-
Rural Functional Literacy Projects	0.40	1.00	-	-
Continuing Education Programme	23.94	23.32	35.00	54.38
Mass Programme for Functional Literacy	0.21	-	-	-
Cultural Exchange Programme	0.02	0.03	0.03	0.01
National Literacy Mission Authority	0.49	0.75	0.91	0.73
National Institute of Adult Education	0.30	0.30	0.45	0.64
Total	79.74	72.23	87.07	108.15

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