

LITERACY
IN
THE PRIME MINISTER'S
New 20 Point Programme



The Project
"EACH ONE TEACH ONE"

Launched By
• H. E. THE GOVERNOR OF SIKKIM
SHRI HOMI J. H. TALEYARKHAN
ON INTERNATIONAL LITERACY DAY
at Gangtok, Sikkim

SHRIMATI INDIRA GANDHI
ON PLACE OF LITERACY
IN NATIONAL DEVELOPMENT :

“Obviously the nation must be made literate. We must not allow our people to be exploited merely because they cannot read documents to which they have to put their thumb impression or be taken in other ways. Therefore, I fully support the literacy programme.

But I should like to point out, as I have done before, that literacy by itself is not enough. What is literacy ? Is it enough for a person to be able to know his letters or is it equally important to see what he or she is going to read ? When we look around the world and see the sort of stuff that nations which have a hundred per cent literacy read, I must say I am a bit disheartened with that whole aspect of literacy. It does not mean that we should give up the programme. But it does mean that we should not follow in their footsteps but that, along with literacy we must build the character and provide the right type of reading material.”

FOREWORD

The first edition of this Monograph was published by the Directorate of Education, Government of Sikkim on September 8, 1981, the International Literacy Day, to mark the launching of the Project EACH ONE TEACH ONE in our state by His Excellency The Governor of Sikkim, Shri Homi J. H. Taleyarkhan.

This revised edition of the Monograph is being released on May 25, 1982 on the occasion of the inauguration of the Second Orientation Seminar of the Adult Education Project Officers of North-Eastern Region at Gangtok, by Shri Sanchaman Limboo, Hon'ble Minister of Education, Government of Sikkim. The Orientation Course is being conducted by the National Directorate of Adult Education, Union Ministry of Education and Culture, Delhi.

Under the Prime Minister's New 20 Point Programme the national commitment to universalize elementary education, and eradicate illiteracy from among large sections of our adult population has received a dynamic new result-oriented perspective. The involvement of students and voluntary agencies in the achievement of these national objectives is a factor which is common to the Prime Minister's new 20-Point Programme, and the Project Each One Teach One launched in our state last year. The progress of the Project Each One Teach One has been recorded in the current edition of the Monograph.

Sd/- Madhusudan Singh
Director of Education
Government of Sikkim



NEW DELHI
September 2, 1981

PRESIDENT OF INDIA

MESSAGE FROM
SHRI NEELAM SANJIVA REDDY
ON THE OCCASION OF THE INAUGURATION OF
THE PROJECT "EACH ONE TEACH ONE"
BY H. E. THE GOVERNOR OF SIKKIM
ON INTERNATIONAL LITERACY DAY
AT GANGTOK, 8TH SEPTEMBER, 1981



I am glad to know that Sikkim is starting 'Each One Teach One' Scheme on Literacy Day 8th September, 1981. I send my best wishes for the success of the scheme.

Sd/-NEELAM SANJIVA REDDY

SPECIAL MESSAGE FROM
HON'BLE SHRIMATI INDIRA GANDHI
PRIME MINISTER OF INDIA
SENT TO THE GOVERNOR OF SIKKIM



What a great day it was for the human race when language could be put down on rock or bark ! New vistas were opened up for the mind. The written word enabled mankind to leap forward in all directions. Books are a treasure house, not only of knowledge but equally of entertainment and pleasure.

So the ability to read and write is essential to being one's own master, to protect one's interest and to improve one's prospects.

Our adult literacy schemes have not progressed very satisfactorily. They call for greater involvement of educated people. The slogan "Each One Teach One" is an excellent and useful one. It initiates a programme of voluntary contribution to social development. I hope every teacher will realise that in teaching others, we ourselves learn much.

My good wishes for the success of the literacy drive in Sikkim.

New Delhi
September 2, 1981

Sd/- INDIRA GANDHI

Prime Minister's 20-Point Programme

THE ORIGINAL 20-POINT PROGRAMME

NEW DELHI, Jan. 14- Prime Minister Indira Gandhi's original 20-point programme was announced on July 1, 1975.

1. Continuance of steps to bring down prices of essential commodities, streamline production, procurement and distribution of essential commodities, strict economy in Government expenditure.

2. Implementation of agricultural land ceilings and speedier distribution of surplus land and compilation of land records.

3. Stepping up of provision of house sites for landless and weaker sections.

NEW 20-POINT PROGRAMME

NEW DELHI, Jan. 14- The new 20-point programme commended to the nation by Prime Minister Indira Gandhi today is as follows :

1. Increase irrigation potential develop and disseminate technologies and inputs for dry land agriculture.

2. Make special effort to increase production of pulses and vegetable oil seeds.

3. Strengthen and expand coverage of Integrated Rural Development and National Rural Employment programmes.

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| 4. Bonded Labour, wherever it exists, will be declared illegal. | 4. Implement agricultural land ceiling, distribute surplus land and complete compilation of land records by removing all administrative and legal obstacles. |
| 5. Plan for liquidation of rural indebtedness legislation for moratorium on recovery of debt for landless labours small farmers and artisans. | 5. Review and effectively enforce minimum wages for agricultural labour. |
| 6. Review of laws on minimum agricultural wages ; | 6. Rehabilitate bonded labour. |
| 7. Five million more hectares to be brought under irrigation; | 7. Accelerate programmes for the development of Scheduled Castes and Tribes. |
| 8. An accelerated power programme, super thermal stations under Central control. | 8 Supply drinking water to all problem villages. |
| 9. New plan for the development of the handloom sector; | 9. Allot house sites to rural families who are without them and expand programmes for construction assistance to them. |
| 10. Improvement in the quality and supply of people's cloth; | 10. Improve the environment of slums, implement programmes of house-building for economically |

11. Socialisation of urban and urbanisable land, ceiling on ownership and possession of vacant land and on the plinth area of new dwelling units;

12. Special squads for valuation of conspicuous construction and prevention of tax evasion, summary trials and deterrent punishment of economic offenders;

13. Special legislation for confiscation of smugglers properties;

14. Liberalisation of investment procedures, action against misuse of import licences;

15. New schemes for workers' association industry.

weaker sections, and take measures to arrest unwarranted increases in land prices.

11. Maximise power generation, improve the functioning of electricity authorities and electrify all villages.

12. Pursue vigorously programmes of afforestation, social and farm forestry and the development of bio-gas and other alternative energy sources.

13. Promote family planning on voluntary basis as a people's movement.

14 Substantially augment universal primary health care facilities and control of leprosy, T. B. and blindness.

15. Accelerate programme of welfare for women and children and nutrition programme for pregnant women, nursing mothers and children specially in tribal, hill and backward area.

16. National permit scheme for road transport;

16. Spread universal elementary education for the age group 6-14 with special emphasis on girls, and simultaneously involve students and voluntary agencies in programme for the removal of adult illiteracy.

17. Income-tax relief to middle class exemption limit placed at Rs. 8,000;

17. Expand the public distribution system through more fair price shop including mobile shops in far-flung areas and shops to cater to industrial workers, students, hostels, and make available to students for text-books and exercise-books on priority basis and to promote a strong consumer protection movement.

18. Essential commodities at controlled price to students in hospitals;

18. Liberalise investment procedure and streamline industrial policies to ensure timely completion of project. Give handicrafts, handloom small and village industries all facilities to grow and to update their technology.

19. Books and stationery at controlled process;

19. Continue strict action against smugglers, hoarders and tax evaders and check black money.

20. New apprenticeship scheme to enlarge employment and training especially of weaker sections.

20. Improve the working of the public enterprises by increasing efficiency capacity utilisation and the generation of internal resources.

MESSAGE FROM
HON'BLE UNION MINISTER OF EDUCATION

MRS. SHEILA KAUL

I am delighted to hear that
"Each One Teach One"
Scheme is being started and celebrated all over
Sikkim from today, the Literacy Day.

The missionary zeal shown by commencing this
most commendable programme of
"Each One Teach One"
is an indication of the keen interest taken in
Sikkim for the promotion of elementary education.

I am sure that the project will go a long
way to help the *eradication of illiteracy in Sikkim*.

I wish it all success.

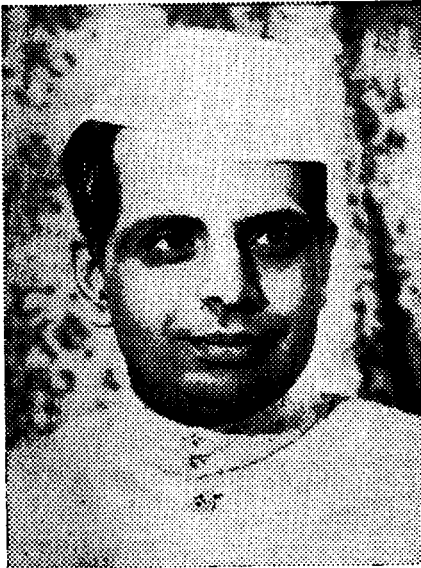
Sd/- SHEILA KAUL

MESSAGE FROM
HOMI J. H. TALEYARKHAN
GOVERNOR OF SIKKIM

BUILDING THE EDIFICE OF EDUCATION

Illiteracy is a form of poverty—poverty of the mind. It is as grave as economic poverty. We have to wage a war relentlessly against it, including in Sikkim.

There is no light like that of learning. Education builds up self-respect and character.



Literacy is the keynote. Without at least primary education one lives in the pit of darkness, ignorance and despair all through life and it results in a harvest of regrets. It is our duty to provide the opportunities to learn, to as many as possible through schools, adult education and other such supplementary effects and efforts among which "Each One Teach One" could be the foremost.

In spite of valiant efforts, still only 25% of the world's growing generation is enrolled in educational institutions.

WORLD'S EDUCATIONAL SYSTEM

The world's educational system today comprises an enrolment of 600 million students, of which in India, we have over 111 million in all stages of education or 18.5%.

The teaching staff consists of 26 million in the world of which in India there are 3.2 million or 12.3%.

The total gross global public expenditure is as high as \$ 450 billion or Rs. 3600 billion. In India, we spend about \$ 4000 million or Rs. 32000 million, today. It was only Rs. 650 million in 1950-57.

EXPENDITURE, ENROLMENT, TEACHERS

In Asian countries including India, the expenditure is about \$ 35000 million or nearly Rs 300,000 million, third lowest among the seven regions of the world, the highest being North America and Europe with over \$ 105,000 million or nearly Rs, 850,000 million. Asia's expenditure on education represents 5% of the Continent's GNP. The highest is USSR's, 8%.

The enrolment in Asia is about 300 million, of which in India it is 111 million or 37%. The teaching staff in Asia, is 9 million, the largest in the world, of which in India it is 3.2 million or 36%.

These world figures, including Asia's, do not, however, reflect the quality of education accomplished at such enormous expenditure and endeavour.

THE INTANGIBLES

The intangibles in our educational system include training of teaching staff, quality of text books, pedagogical techniques, examination system, extent of regular attendance among the enrolled students, drop-outs, and their reasons for leaving school, regularity of teachers and their commitment to the cause and many others. All of these are difficult to set out and to evaluate by predetermined objectives.

IN PRIMARY SCHOOLS, INDIA IS FIRST

Primary schools in education are of premier importance. They help to determine the percentage of literacy. India has the largest number of primary schools in the world, over 600,00 of which are among the hill regions in the North-East. Sikkim has a good record, having a school every two kms., in all parts of the State.

Along with the number of schools, must also go the enrolment ratio, the cost per pupil, the parent-teacher contact, the standard of teaching, the teacher-pupil ratio, the grade repetition, amenities, equipment facilities in schools and good construction of school buildings with proper lighting, ventilation, hygiene and sanitation. All these and other efforts to achieve and enlarge standards of literacy and education require as much attention in Sikkim as elsewhere.

DEFINITIONS OF LITERACY

Literacy, like small-scale industries, has different definitions in different countries of the world.

UNESCO calls literacy the ability to read and write a simple sentence.

In some countries, including Japan and some African countries, it is defined as having attended school.

In Tunisia and in North Africa, it is defined as the ability to read but not necessarily to write.

In developed countries, it is defined by the capacity to fill out a simple application form.

In our country, literacy means being able to read and write in simple language.

STANDARD OF LITERACY IN VARIOUS COUNTRIES

Almost cent percent literacy has been achieved in 42 countries of the world, in seven countries 90%, between 80% and 90% in 20 countries and between 60% to 80% in 23 countries.

We in India come in the lower middle bracket with 36% of literacy rank : 120th in the world, though we have come well up since our Independence. During colonial rule, we had been kept right down the rung of the literacy ladder.

In the problem of educating the younger generation, the three criteria that weigh heavily are proportion of school going population to the entire population, adjusted school enrolment ratio in relation to specific age groups and literacy.

ENROLMENT RATIO

In school enrolment we have come way back from behind

and now have 1500 students for every 10,000 of the population, leaving over 70 countries well behind, including some in Europe.

As I have mentioned earlier we are first in the world in the number of primary schools but still lag behind in primary school gross enrolment ratio, being 65% in the age group of 5 to 10. Even so, it is a tremendous improvement over the less than 30% in the pre-independence days.

We are, however, quite low in the per capita expenditure per pupil, being only \$ 15 or Rs 120/-. This is due to the enormity of our population and the fact that we have the largest number of students going to primary schools in the world. This also accounts for our so far low primary school teacher-pupil ratio. It works out to 40 pupils per teacher, the best being USSR with 15 per teacher.

LOW PERCENTAGE OF REPEATERS IN INDIA

Our percentage of repeaters in various classes, however, is quite low compared to over 35 other countries, being only 16%. We compare favourably with Western countries where the percentage varies from 13% to 15%.

This shows that our curriculum is not too difficult or too unsuited, the level of teaching not too low, the assimilative powers of our children not too under-developed in relation to language or content of instruction. It also shows that the drop-out or attrition rate is not too discouraging.

We have, however, still a long way to go in building up the edifice of education. More children have to be brought to school. Less absenteeism has to be ensured. Supplementary efforts have to be made.

“EACH ONE TEACH ONE”

The most outstanding among such supplementary efforts is the introduction of the scheme of “Each-One Teach-One”, so highly commended by our President and Prime Minister.

We are ushering it in Sikkim today whereby every graded student, every dedicated teacher, any other educated employed and retired person with a will and zest to help in the literacy drive, will take upon himself the responsibility of teaching one child or an illiterate grown-up the rudiments of education, so that he does not have to grope in the dark and can take his legitimate and rightful place in society.

EDUCATION VISITOR

Every such “teacher” should be called an Education Visitor going to homes after school or working hours, and imparting the ABC of knowledge to the child he has taken under his charge.

With the advantage of a small state that we have we should be able to reach a very high percentage of literacy in a very short span of time if we pursue the programme with vigour and with dedication. We must also ensure that after the child has become literate, the after-care is there to ensure he does not lapse back into failure and frustration.

MESSAGE

INTERNATIONAL LITERACY DAY : SEPTEMBER 8
AND PROJECT
EACH ONE TEACH ONE
NAR BHADUR BHANDARI
CHIEF MINISTER OF SIKKIM

INTERNATIONAL LITERACY DAY :



I understand that the Department of Education organizes meetings with the adult members of our community, particularly the rural community, as a part of activities concerned with observing the International Literacy Day, i.e., September 8. I have been informed that such meetings are being held both at the State and the District level. The objective of such meetings is to

mobilize cooperation and support of the elders of our community to generate an awareness of the increasing importance of literacy as a factor contributing to National Development.

PROJECT EACH ONE TEACH ONE :

This year the Literacy Day has a very special significance for our state as the Each One Teach One project is being launched today to tackle problems related with illiteracy among a large section of our adults, and the dropping out of a large number students from our schools. The overall literacy percentage in our state has improved from 17.74% in 1971 to 38.83% in 1981. We have come very close to the National overall literacy percentage which is 36.17%. This is surely an encouraging trend, but it should not make us complacent.

OBJECTIVES OF THE "EACH ONE TEACH ONE" PROJECT :

In this respect the smallness of our state is not only beautiful but a great advantage. Our population is only 3,15,682 persons. Out of this number 1,06,780 persons are already literate. It is both a human and national responsibility of these 1,06,780 persons to lend their support to make the remaining 2,08,902 persons also literate. *The main objective of the Each One Teach One project is to make our literate population aware of their responsibility towards their illiterate brothers and sister.*

We are extremely grateful to His Excellency Shri Homi J. H. Taleyarkhan, our distinguished Governor, for having proposed the Each One Teach One Project in his address to the State Legislative Assembly in March this year.

I have gone through the department of Education scheme for the implementation of the project. I am particularly happy to note that the scheme proposes to involve the youth-force of our state in tackling problems which have both a national as well as international implications. Spread of literacy as a medium of mass education is a vital factor in our National Development Programmes.

“EACH ONE TEACH ONE” PROJECT AND NATIONAL DEVELOPMENT :

The most vital priority of our National Development Programmes is the speedy application of scientific and technological research for the upliftment of our rural masses. Along with it exists the need to make our masses aware of national solidarity, the rich heritage of our past, and our present and future place in the international comity of nations. To make these two things possible relevant information must be made available to the rural masses. For the assimilation of this information by our brothers and sisters living in the rural areas literacy among them is a matter of necessity.

INDIVIDUAL RESPONSIBILITY & LITERACY CAMPAIGNS :

Various schemes so far launched to promote literacy among rural masses have had varying degrees of success. The Each One Teach One Project aims to tackle the problem entirely from a new angle, one literate person to one illiterate person basis. The Project is based on the concept of individual responsibility rather than vague objectives for which no one can be held personally responsible. The involvement of our students from class VIII onwards is an experiment which, I am sure, is bound to succeed.

In a separate appeal I have asked all literate adults of our community to involve themselves actively with the implementation of this Project. I have also requested all Government Departments and Non-Government Voluntary Organizations to lend their support for the success of the Project. Let me make a very special appeal to each of the literate friends present in this meeting today to either help an illiterate person to learn to read and write or to help a child who has dropped out of school to continue his education.

I have great confidence that the launching of the Each One Teach One Project by His Excellency the Governor on the International Literacy Day, today, would be a historic event in the promotion of literacy in our state, and in the promotion of nonformal education of our unfortunate children who have, for one reason or another, dropped out of schools.

INTERNATIONAL LITERACY DAY : SEPTEMBER 8

&

THE PROJECT

"EACH ONE TEACH ONE"

SANCHAMAN LIMBOO

EDUCATION MINISTER OF SIKKIM

WORLD INTEREST IN ADULT EDUCATION :

1. The world interest in Adult Education, as administered through UNESCO, is only about 32 years old. The first International Conference on



Adult Education sponsored by UNESCO took place at Elsinore in Denmark in the year 1949. This conference, attended only by 29 countries and dominated by delegates from Western Europe was preoccupied with the concerns of industrially developed countries only

2. The theme of the second International Conference held in Montreal, Canada, in the year 1980 was "Adult Education in context of Lifelong Education".

The Montreal Conference, attended by 51 countries dealt with Adult Education in a global context.

3. The third International Conference on Adult Education attended by 400 delegates from 82 countries and 37 inter-governmental and non-governmental organizations was held in

Tokyo in 1972. Some significant features of this conference are worth noting.

- (1) Only one out of every seventeen delegates was a woman.
- (2) The size of delegations did not reflect the size of National population. Denmark, a small country sent eleven delegates whereas India sent only one.
- (3) Whereas in Elsinore and Montreal the participants were primarily spokesmen from the industrially advanced countries, in the Tokyo Conference the developing and the underdeveloped countries were strongly represented and communicated their views and problems vigorously.

4. In the year 1963 UNESCO took a decision to launch an Experimental World Literacy Campaign based on a selective strategy. The goals of this strategy and the tactics to be used in putting it into operation were summarized in a statement issued in 1965 following a world congress of Ministers of Education on the Eradication of Illiteracy, held in Teheran.

“Adult literacy, must be closely linked to economic and social priorities, and to present and future manpower needs. All efforts should therefore tend towards functional literacy. Rather than an end to itself, literacy should be regarded as a way of preparing man for a social, civic, and economic role that goes far beyond the limits of rudimentary literacy training consisting merely in the teaching of reading and writing.

In view of mankind's needs today, education can no longer be confined to the school; the necessary promotion of adult

literacy makes it essential to integrate all the school and out-of-school resources of each country.

Functional literacy for adults must, moreover, involve the whole of society and not governments only. It demands the cooperation of all the forces in the nation and, in particular, local authorities and communities, public and private enterprises, non-governmental organizations, religious movements, women's organizations, and so on."

INTERNATIONAL LITERACY DAY AND THE PROJECT "EACH ONE TEACH ONE"

5. It is a result of the Teheran Conference of 1935 on the Eradication of Literacy that September 8 is observed as the International Literacy Day since the year 1965. We are extremely grateful to His Excellency the Governor, Shri Homi J. H. Taleyarkhan under whose inspiration the Project "Each One Teach One" is being launched in our state today. The Project "Each One Teach One" goes a significant step beyond the spirit of the statement issued by the Teheran World Congress on the Eradication of Illiteracy, as it aims not only to promote functional literacy among illiterate adults but brings into focus the responsibility of the total community towards the non-formal educational needs of a very large number of children in our state who have either not gone to school at all or have dropped out of the formal school system.

NATIONAL PRIORITIES OF NON-FORMAL AND ADULT EDUCATION IN SIKKIM.

6. Even though the educational facilities available in our state are expanding dramatically after Sikkim joined the mainstream of National Development, a great deal still remains to be done.

The enrolment in our formal school system is 62,000. But in the age-group 6-14 years nearly 34,000 children have either dropped out of schools or have not attended school at all. In the age-group 6-11 years one child out of every three children is out of school. In the age-group 11-14 years only one child out of every seven children attends school.

7. Universalization of Elementary Education is a national commitment and our highest educational priority. Therefore, all government and non-government agencies have to be mobilized to achieve 100% enrolment of children in the age-group 6-14 years either in the formal or non-formal educational systems. It is the most appropriate day today to take a pledge that this national objective would be achieved in our state within the remaining years of the Sixth Development Plan.

8. According to the National Census conducted this year, of our total state population of 3,15,682 persons, 2,08,902 are illiterate. Above the age of 14 years nearly 1,75,000 persons are illiterate. These facts confront us with a national responsibility of crucial significance. It is to enable us to carry out this national responsibility that we have requested His Excellency Shri Homi J. H. Taleyarkhan, the Governor of our state, to launch the Project "Each One Teach One" today. About 5,500 students enrolled in classes VIII & XII and our Degree College and 2,500 teachers in our state would be involved in the Project "Each One Teach One". We are most grateful to the Hon'ble Chief Minister for having issued a special appeal to all educated employees of the Government to lend their individual and active support to make the project a great success.

9. I take this opportunity to make a personal appeal to all non-government voluntary organizations in the state, and every

educated person whether or not in the service of the Government to come forward and join the Project 'Each One Teach One'. It is a matter of great satisfaction that the Sikkim Women's Council, under the leadership of Padmashri Smt. Taleyarkhan and Smt. Bhandari has already taken a lead in this noble venture by establishing an Adult Education Centre for Women and enrolling them for the courses offered by the Open School recently established by the Central Board of Secondary Education, Delhi.

SMT. INDIRA GANDHI ON PLACE OF LITERACY IN NATIONAL DEVELOPMENT :

10. I had the good fortune to listen to the address of our beloved Prime Minister, Shrimati Indira Gandhi, delivered at the National Conference of State Ministers of Education, in Vigyan Bhavan, Delhi on the 2nd of June this year. I quote from the Prime Ministers Address :

"I should like to point out that literacy by itself is not enough. What is literacy ? Is it enough for a person to be able to know his letters, or is it equally important to see what he or she is going to read ? When we look around the world and see the sort of stuff that nations which have a hundred percent literacy read, I must say I am a bit disheartened with that whole aspect of literacy. It does not mean that we should give up the programme. But it does mean that we should not follow in their footsteps but that along with literacy we must build the character and provide the right type of reading material".

11. The key message in the Prime Minister's reference to the need of literacy for National Development is that we must carefully monitor what people are going to read. We must also produce reading materials which would build the character of

our people to enable them to make a positive contribution to the development of our Nation.

12. Right now we are slightly handicapped to produce enough and relevant reading materials for various age-groups in our state. But we are in contact with national agencies like the NCERT and the Ministry of Information and Broadcasting to help us in this connection. May I take this opportunity to request the Heads of various departments of our State Government to contribute their share towards production of reading materials relevant for various age-groups of non-formal and adult learners.

INVOLVEMENT & ACCOUNTABILITY IN PROJECT
"EACH ONE TEACH ONE"

—*M. M. Rassaily*
Secretary, Education

If literacy happens to be the sine qua non of progress, the printed words are the key to its fruitful dissemination. Publication of materials such as the present one is, therefore, relevant as it is expected to help in mobilising public opinion in favour of the campaign for literacy.

The International Literacy Day which is observed on September 8 every year, should be regarded as a befitting occasion for stocktaking of our achievements and failures during the year with a view to consolidating the gains and rectifying the past mistakes.

Any scheme or project however imaginative and thought provoking it may be, needs for its effective implementation not only a sense of dedication but an operational framework suited to its requirements. The creditibility of a scheme will be measured against the amount of success it is capable of achieving in terms of the objectives laid down for it, for as the saying goes, 'the taste of the pudding is in its eating.'

Looking at the literacy scene in our state, I have reason to be optimistic about the future. Our literacy rate now, according to the Preliminary Census Report of 1981, is 33.83% i. e., only about 3% less than the national average of 36.17% while it was more than 12% below in 1971. Similarly, during the last two years, enrolment in the primary school sector has gone up by about 5% with the drop-out rate having decreased from 23.93%

in 1978 to 16.34, in 1980-81, i. e., about 8% less. This itself is a significant development and speaks a lot not only for our educational planners and administrators but teachers, heads of schools and other grassroot level functionaries also. Other on-going schemes such as Non-formal and Adult Education Programmes might also have contributed to this phenomenon.

Coming to the Non-formal Sector of Education, I have a special observation to make. Today 'the project Each One Teach One' is being launched by H. E. the Governor. Shri Homi J. H. Taleyarkhan. The objective behind all this is to build up a base for literacy and education outside school. In this connection our District Education Officers and Complex Organisers have a very important role to play. We should adopt an integrated approach towards both formal and non formal sectors of education and make special effort for the success of the National Adult Education Programme which calls for much more attention to the supervision and monitoring aspects, specially at the District (Project) and the Complex levels. The Project 'Each One Teach One' is expected to go a long way towards the fulfilment of our objectives of Adult Education in view of specific involvement and accountability attached to its concept.

Some outstanding problems such as timely disbursement of K. Oil bills in respect of Non-Formal and Adult Education Centres are engaging our active attention, and I am confident that these problems will be sorted out soon with the co-operation of all concerned.

Finally I look forward with high hopes for a successful implementation of all literacy programmes including the project 'Each One Teach One' during the coming months and also hope that our State will be able to present herself as a model to our other sister States

NATIONAL IMPLICATIONS & SCHEMES OF THE PROJECT "EACH ONE TEACH ONE"

—*Madhusudan Singh*
Director of Education

EDUCATION, LITERACY & NATIONAL COMMITMENT

1. The main objective of this state-level function, today, in observing the International Literacy Day and in launching the Project "Each One Teach One" in the state, is to make the educated and the literate members of the community aware of their social and moral duty towards those who are uneducated, semieducated or illiterate. Before elaborating the social and moral implications of this responsibility it is important that we see the relationship between education and literacy clearly and also perceive their relevance for national development.
2. Being illiterate does not mean that a person is entirely uneducated. In the pre-colonial days the number of children who attended Madrassa's and Pathshala's in our country was marginal. We neither had the kind nor the number of schools that we have today. But it does not mean that our children were not educated. What Julius Nyerere said of pre-colonial Africa is also true of pre-colonial India. The whole community was, at that time, an informal school. Young people learnt from their elders the trades and vocations relevant to the needs of the community, in an atmosphere of mutual respect trust and security.
3. We need not argue the fact that the kind of education based on the graded school system which the industrialized British colonizers introduced in our country could not have the

development of our nation as its objective. The educated persons which this system produced were just like machine tools required to keep an imperialist-industrial system running and expanding efficiently.

4. The foremost task before us after regaining our freedom as a nation has been our speedy national development through socio-economic transformation of our society. Whereas our record of national development has been impressive, as compared with many other countries in our position, our educational system still remains largely alienated from the concerns and priorities of national development. Even though education is no longer thought of as a mere social service but an essential in-put for national development, we must stop to think : 'What kind of education is needed for national development? The colonial factory-style school system, divorced from productive work, deliberately popularized a misconception that all education takes place only within the classroom. Today, we need an educational system which combines learning with productive work, competitive play, community service and a continuing political struggle leading to a commitment to the achievement of national goals.

FUTURIST EDUCATION FOR NATIONAL DEVELOPMENT

5. All our conventional assumptions about education based on colonial-industrial notions of segregated disciplines is to be re-examined. Long hours spent within the classrooms must be integrated with what is actually happening, and what will happen in future, in the community outside the school rooms. In the future, as Alvin Toffler predicts in his book "The Third Wave", more and more learning will occur outside, rather than inside, the classroom. Instead of rigid age segregation, young and old will mingle together for mutual education. Education will

become more interspersed and interwoven with work, and more spread out over a person's life-time. I am sure, that it is with this futurist vision of education in mind that His Excellency Shri Homi J. H. Taleyarkhan, the Governor of our young state, has been laying so much stress on the project "Each One Teach One". The basis of the project "Each One Teach One" is to generate a sense of social commitment resulting in the mingling together of the old and the young and the young, and the young, for mutual education.

6. There prevails an unfortunate hypocrisy in all countries of the world among those who have had the privilege of spending long years in the formal educational system to look down upon those who have been deprived of this privilege. The reasons for this deprivation are primarily economic. Sixteen out of every twenty-five persons in our country suffer from such educational deprivation. Their contribution towards achievement of national goals of development, therefore, remains comparatively low. A very small proportion of these educationally deprived persons can be helped to complete formal academic courses of education. The remaining millions have to be made capable of assimilating information useful for the trades and vocations they are engaged in, specially as the nature of this information becomes more and more complex with the application of research in science and technology in all spheres of life. It is also our social and moral duty to make these millions capable of more critical participation in the community life. It is for this reason that functional literacy for the illiterate is one of our foremost national priorities. Such persons when able to read and write come to a new awareness of selfhood, and begin to look critically at their social situation with all the political and economic contradictions. Going through this process of what Paulo Freire calls CONSCIENTIZATION, one-time illiterate, ignorant and uneducated people become capable of taking their legitimate part in social transformation leading to national development.

The aim of the Project "Each One Teach One" is to generate this process of CONSCIENTIZATION among our fellow countrymen who are at present educationally deprived.

"EACH ONE TEACH ONE" PROJECT SCHEME BACKGROUND :

7. The total population of school-going children in our state is 62,000. One third of the children in the age-group 6-11 years, in our state, have either not attended school at all or have dropped out of schools. The total number of such children is estimated as 14,000, approximately. In the age-group 11-14 years only one out of every seven children attends school. Of this age-group nearly 20,000 children are out of school. Out of the total populations of 3,15,682 persons in the state only 1,06,780 are literate, which means that two out of every three persons in the state cannot read or write.

OBJECTIVES :

(1) Achievement of the National Objective of the Universalization of Elementary Education to an extent of 100% in our state within the Sixth Plan period.

(2) To raise literacy rate in the state from 33.8% at present to at least 50% at the end of the Sixth Plan period.

(3) Compilation of a Directory of Learners and "Education Visitors" which will be a document of considerable sociological significance giving the economic background of persons who do not attend school or drop out of school.

(4) To inculcate among our senior students the spirit of social commitment leading to National Development.

(5) Generation of an awareness that promotion of literacy and education is the responsibility of all educated members of the community.

STRATEGY :

(a) All 5,275 students enrolled in classes VIII to XII would be required to participate in the Project by making teaching a drop-out from school or a non-schooler child a compulsory component of obligatory Socially Useful Productive Work. A pass in SUPW is already a compulsory requirement for classes X and XII. Same requirement would be introduced in our class VIII examination from the current year onwards. The student "Education Visitors" would be required to teach the learners for at least three hours a week.

(b) All teachers of government and government-aided schools, including heads of schools would be required to participate in this project of national significance. A special mention of their participation and success in the project would be made in their annual confidential reports. The teachers could teach either adult learners or non-schooler children.

(c) All students and teachers of the Government Degree College would be required to participate in the project as in (b) above. Students participation would be considered as a compulsory component of the National Service Scheme.

(d) The Hon'ble Chief Minister of Sikkim has been kind enough to issue an appeal to all literate adults of the state for their voluntary participation in the project.

(e) All voluntary agencies in the state would be approached to promote the project.

(f) Cumulative record of each learner's progress would be maintained in the Learner's Diary to be maintained by each "Education Visitor".

(g) As many learners as possible would be registered for admission to the Open School courses recently initiated by the Central Board of Secondary Education, Delhi. The Central Board has very kindly agreed to extend the last date of registration from August 31st to September 30th, this year, for Sikkim candidates.

(h) The on-going progress of all learners, would be measured in special examinations to be designed by the Adult Education and Non-formal Cell of the Directorate of Education

(i) All Heads of Government Departments are being approached to produce teaching-learning materials relevant to their respective Departments for the adult learners.

ADULT EDUCATION PROGRAMME IN SIKKIM —A brief report

Non formal Education Programme was launched in Sikkim on September 8 (International Literacy Day) 1975 for all age groups i. e., 6-14 and 15-25 and above. This scheme continued till October 2, 1978, when the National Adult Education Programme (NAEP) was launched by the Government of India. With the launching of NAEP, the emphasis was shifted from education of lower to the higher age-group. Initially, 40 new centres were opened exclusively for adults and gradually erstwhile non-formal centres were converted into adult education centres. The number of such centres rose from 384 to 424 during 1979-80. Meanwhile the organisation and financial pattern of the scheme had undergone major changes. Till 1979-80 the erstwhile Non-formal education as well as Farmers Functional Literacy Schemes were financed on 50-50 sharing basis by the Centre and the State Governments. From 1979-80 onwards, this arrangement ceased to exist and the Central Government started a new scheme under the nomenclature of Rural Functional Literacy Project (RFLP) as a 100% Centrally-sponsored and assisted programme. The whole State was divided into 4 projects one each in all 4 districts of the State.

TARGET & COVERAGE

This programme (RFLP) covers only the age group 15—35 as this age group is regarded as the most important for the upliftment of society and development of the country as a whole. In this State about 88537 persons belong to this age group. This whole population is our target group and we propose to cover it within the next 5 years and phasing of the annual coverage is as follows :

Year	Annual Coverage	Accumulated Coverage
1978-79	5000	5000
1979-80	10000	15000
1980-81	13000	28000
1981-82	17000	45000
1982-83	21000	66000
1983-84	22537	88537
Total :—	88537	88537

OBJECTIVES

1. To enable the learners to acquire 3R's sufficiently, to read and write simple letters, applications and also read simple literature on agriculture, animal husbandry, health, family welfare etc., published by various development departments and to acquire simple accounting skill.

2. To help the learners to acquire skills in their profession.

3. To enable the learners to understand their rights and responsibilities as citizens of a democratic society and state.

4. To help develop a general awareness about their environment and need for improvement of the same along modern lines.

THE POLICY MAKING CO-ORDINATION BODIES

(A) State level :

i. State Board of Adult Education

- ii. State Co-Ordination and Steering Committee.
- (B) District level :
 - i. District Board of Adult Education
 - ii. Village & Panchayat level Co-Ordination Committee.

THE ADMINISTRATIVE STRUCTURE

- (A) State level :
 - i. Deputy Director of Education. (In charge) 1.
 - ii. Assistant Director of Education 1.
 - iii. Statistical Assistant ... 1.
 - iv. LDC/Typist ... 1.
 - v. Peon ... 1.
 - vi. Driver ... 1.
- (B) District Level :
 - i. District Education Officer (In charge)
 - ii. Assistant Project Officer (1 each in 4 districts)
 - iii. LDC/Typist ... (" " ")

SUPERVISION AND GUIDANCE

Supervisors : Asstt. Project Officers are the whole time functionaries of NAEP at the district level and responsible for overall supervision work. Besides A.P.O's complex organisers who are Heads of Hr. Sec. Schools/High Schools/Jr. High Schools act as part time supervisors. The organiser of such complexes draw an allowance of Rs 30/- per month.

MONITORING & EVALUATION

The monitoring of NAEP is done at 3 levels i.e., (i) Centre (ii) Project and (iii) State levels. The National Directorate of Adult Education, New Delhi, which is the Resource Centre for the Country has developed proformas for initial and monthly reporting by the A.E. Centres. quarterly reporting by the projects and quarterly and annual reporting by the states :

The types of information collected are on (1) Financial aspects (ii) Administrative aspects (iii) Academic/Technical aspects (iv) Physical aspects.

LOGISTICS

The following physical facilities free of cost are provided to the centres/learners.

1. Adult Primers (in 3 languages)
2. Charts/Posters.
3. Slate/Pencils
4. Black Boards/Chalk sticks
5. Registers
6. Forms for monitoring
7. Petromax/Lanterns
8. Transistors (to selected centres)

TRAINING OF PERSONNEL

Last year 200 instructors were imparted one week's orientation-cum-training course in all 4 districts. This year we propose to organise training courses for the remaining instructors. Besides, training programme for A.P.O's and Supervisors will be organised with the help of the National Directorate as this will be a senior level training programme.

PROJECT AND SIZE

Project approach has been accepted as the most suitable one for the implementing the NAEP. The Ministry had originally worked out the cost for running a project consisting of 300 centres. Later on, the project size was revised and project cost was calculated on the basis of 100 centres per project for "difficult terrain, hilly, marshy and deserted areas" of North

Eastern Hill States including Sikkim. The Ministry has also made provision for a vehicle for each project (we have submitted a separate proposal for it). Considering the situation prevailing in our state, we may have only one project in each district consisting of about 200 centres in the East, West and South Districts respectively and 100 centres in the North District.

Thus we are required to open additional centres in all the districts as per the figure indicated below in the current year (1981—82) :

District	Total Centres proposed	No. of existing centres	Additional Centre Required
East	200	170	30
West	200	182	18
South	200	137	63
North	100	059	41
Total :	700	548	152

Other yearwise information till 1980-81 on Financial allocation, Enrolment, Centres and Instructors may be seen in the tables 1 to 4 below

Table—1
Enrolment (Age-group 15-35)

Districts	78-79	79-80	80-81	81-82
North	400	985	2034	2395
East	1500	1679	4706	4320
South	1000	1451	3802	3606
West	1600	2333	4963	5482
TOTAL :	4500	6448	15505	15803

Table—2.
No. of Centres

Districts	78-79	79-80	80-81	81-82
North	34	58	59	71
East	130	146	170	152
South	94	122	137	132
West	106	137	182	202
TOTAL :	364	463	548	557

Table—3
Number of Instructors.

Districts	1978-79	79-80	80-81	81-82
North	57	68	67	71
East	180	164	176	165
South	162	139	139	134
West	125	157	184	212
TOTAL :	524	528	566	582

Table 1
Literacy% 1901 - 1981 : India

Year	Persons	Males	Females
1901	5.35	9.83	0.60
1911	5.92	10.56	1.05
1921	7.16	12.21	1.81
1931	9.50	15.59	2.93
1941	16.10	24.90	7.30
1951	16.67	24.95	7.93
1961	24.02	34.44	12.95
1971	29.45	39.45	18.69
1981	39.17	46.74	24.88

Table 2

Number of literates per 100 population in Sikkim 1961—81

State/	Total			Rural			Urban		
	1961	1971	1981*	1961	1971	1981*	1961	1971	1981*
SIKKIM									
Persons	12	18	34	11	15	30	41	46	55
Males	20	25	44	18	22	40	48	53	62
Females	4	9	22	3	7	18	30	35	45

*Provisional

Table 2A

Number of literates per 100 population in Districts 1971—81

District		Total		Rural		Urban	
		1971	1981*	1971	1981*	1971	1981*
North District	Persons	10	30	9	29	41	54
	Males	16	40	15	39	48	59
	Females	4	17	3	16	27	45
East District	Persons	24	42	19	35	46	56
	Males	32	51	8	46	25	63
	Females	14	30	9	23	36	46
South District	Persons	16	32	15	31	48	52
	Males	23	42	22	41	58	61
	Females	8	20	7	19	33	39
West District	Persons	11	23	11	22	41	50
	Males	19	32	18	32	51	59
	Females	4	13	3	12	24	37

*Provisional

Table 3

State/Union Territories arranged in the order of literacy ranking in 1981 census and comparison with 1971 census

Ranking in 1981	State/Union Territory	Literacy rate 1981	Literacy rate 1971	Ranking in 1971	Percentage increase of literacy
1	2	3	4	5	6
1	Kerala	69.17	60.42	2	14.48
2	Chandigarh	64.68	61.56	1	5.07
3	Delhi	61.06	55.61	3	9.80
4	Mizoram	59.50	53.79	4	10.90
5	Goa, Daman & Diu	55.83	44.75	6	24.83
6	Lakshadweep	54.72	43.66	7	25.33
7	Pondicherry	54.23	46.02	5	17.84
8	Andaman and Nicobar Islands	51.27	43.59	8	17.62
9	Maharashtra	47.37	39.18	10	20.90
10	Tamil Nadu	45.78	39.46	9	16.02
11	Gujrat	43.75	35.79	11	22.24
12	Manipur	41.99	32.91	14	27.59
13	Nagaland	41.99	27.40	19	53.25
14	Himachal Pradesh	41.94	31.96	15	31.23
15	Tripura	41.58	30.98	17	34.22
16	West Bengal	40.88	33.20	13	23.13
17	Punjab	40.74	33.67	12	21.00
18	Karnataka	38.41	31.52	16	21.86
19	Haryana	35.84	26.89	20	33.28
20	Orissa	34.12	26.18	21	30.33
21	Sikkim	33.83	17.74	27	90.70
22	Meghalaya	33.22	29.49	18	12.65
23	Andhra Pradesh	29.94	24.57	22	21.86
24	Madhya Pradesh	27.82	22.14	23	25.65
25	Uttar Pradesh	27.38	21.70	24	26.18
26	Dadra & Nagar Haveli	26.60	14.97	28	77.69
27	Bihar	26.01	19.94	25	30.44
28	Rajasthan	24.05	19.07	26	26.11
29	Arunachal Pradesh	20.09	11.29	29	77.95

Table 4
Distribution of States and Union Territories by different
ranges of female literacy

State/Union Territory	Percent female literate	Percentage increase of fem. literacy 1971-81
1	2	3
FEMALE LITERACY 50% AND ABOVE		
Kerala	64.48	18.73
Chandigarh	59.30	9.11
Mizoram	52.57	12.55
Delhi	52.56	10.07
FEMALE LITERACY 25%—50%		
Goa, Daman & Diu	46.78	33.31
Pondicherry	44.30	27.96
Lakshadweep	44.21	44.67
Andaman and Nicobar Islands	41.85	34.52
Maharashtra	35.08	32.73
Punjab	34.14	31.81
Tamil Nadu	34.12	27.03
Nagaland	33.72	80.80
Gujrat	32.31	30.55
Tripura	31.60	49.13
Himachal Pradesh	31.39	55.17
Manipur	30.69	57.14
West Bengal	30.33	35.28
Meghalaya	29.28	19.22
Karnataka	27.83	32.71
FEMALE LITERACY LESS THAN 25%		
Haryana	22.23	49.29
Sikkim	22.07	147.98
Orissa	21.11	51.65
Andhra Pradesh	20.52	30.29
Dadra & Nagar Haveli	16.75	113.65
Madhya Pradesh	15.54	42.31
Uttar Pradesh	14.42	36.68
Bihar	13.58	55.73
Rajasthan	11.32	33.81
Arunachal Pradesh	11.02	197.04

Table 6

LITERACY IN SIKKIM 1971-1981

(COMPARED WITH THE REST OF THE NATION)

Country/State	YEAR	TOTAL POPULATION		PERCENTAGE OF LITERACY			
		Male	Female	TOTAL	Male	Female	TOTAL
INDIA	1971	284,049,276	264,110,376	548,159,652	39.45%	18.69%	29.45%
	1981	353,347,249	330,462,802	683,810,051	46.74%	24.88%	36.17%
SIKKIM	1971	1,12,682	97,181	2,09,863	25.37%	8.90%	17.74%
	1981	1,71,959	1,43,723	3,15,682	43.65%	22.07%	33.83%

Table 5
Progress of female literacy, 1901 - 1981

Year	Number of literates		Literate males per 100 literate females
	Males	Females	
1901	11,870,758	809,580	1466
1911	13,552,737	1,298,484	1043
1921	15,690,428	2,221,499	1208
1931	22,274,035	3,977,034	560
1941	NA	NA	NA
1951	46,272,335	13,916,683	332
1961	77,906,038	27,565,962	283
1971	112,012,994	49,423,270	227
1981	158,837,215*	79,154,717*	201

*Excludes Assam and Jammu and Kashmir.

'NA' stands for not available.

PROJECT 'EACH ONE TEACH ONE' A REVIEW OF PROGRESS AND IMPLEMENTATION

There are approximately 200 million children of 6 to 14 age-group the world over who do not attend school. We in the Developing Countries have a very large number of such children. Besides this, we in our country, have the largest illiterate population in the world. The 1981 provisional census report estimated that 44, 58, 18 119 men and women are illiterate in our country, out of a total population of 68 crores. It means that during the last one decade, though the literacy percentage has gone up from 29.45 in 1971 to 36.17 percent in 1981, the number of illiterates during this decade increased by 5, 92, 45 090. This shows the magnitude of the problem before our country in providing elementary education for the age-group 6 to 14, and functional literacy to the age-group 15 to 35 adults living in rural/urban areas.

Likewise in Sikkim, although the literacy rate has gone up from 17.74 in 1971 to 33.83 percent in 1981, children of the age-group 6-14 numbering approximately 34000 are out of school. As of now about 15000 adults belonging to age-group 15 to 35 have been made literate out of total illiterate population of about 80,000, and 65,000 adults are yet to be provided functional literacy education during the 6th Plan period.

It is in the fitness of things, therefore, that Sikkim Government has shown deep concern in according high priority to the programme of universalising elementary education for 6-14 age-group both through formal and non-formal mediums, and has taken necessary steps for organising a massive programme to reach the goal of Prime Minister's new 20 point programme by providing literacy combined with social awareness to illiterates in the age-group 15-35 years.

The Directorate of Education, Government of Sikkim adopted a crash literacy programme in the form of the Project 'Each One Teach One' to wage a war against illiteracy. The project calls upon all literate individuals of the state to turn their attention to the message of our beloved Prime Minister; 'The slogan Each One Teach One is an excellent and useful one. It initiates a programme of voluntary contribution to social development. I hope every teacher will realise that in teaching others, we ourselves learn much.'

Based on the assumption that "illiteracy is a serious impediment not only to the individual's growth but also in the country's socio-economic progress," the following schemes were drawn, discussed and implemented forthwith :

- Opening of the separate NFE/Adult Centres specially for age-group 6-14 and 15 to 35.
- Involve the school/college students in the literacy drive programme. Classification of NFE/Adult Centres on the basis of age-group of learners, viz 6-11/12-14/15-35 age-group.
- Lengthening the course of learning for Adult learners and simultaneous emphasis on fresh enrolment in all 548 existing Adult Centres.
- Publication of teaching-learning materials in the form of Books/Literacy charts/Guide Books for Instructors.

Besides these the following programmes are under consideration for implementation this year:

- The opening of the new NFE/Adult Centres for the girls of age-group 6-14/15-35.

- Training of functionaries of all levels for effective literacy work.
- Publication of Teaching-learning materials.
- Speedy and practical implementation of point 16 of the New 20-Point programme in order to achieve universal literacy within the 6th Plan period.

**PROJECT EACH ONE TEACH ONE—PROGRESS MADE
SO FAR :**

As is well known this new and innovative project was launched in the State on Sept. 8, last year by H. E. the Governor of our State, Shri Homi J. H. Taleyarkhan. The whole thrust of the project is to involve the students from class VIII upwards in literacy promotion. Each student is supposed to adopt one dropout/non-starter brother/sister or an illiterate adult and take care of the learner's educational needs.

March 15 was the time fixed for the opening and registration of the new centres, and April 15 to report registration in this Project. Circular, Registration Forms, Proformas for survey and monitoring were sent to all the Heads of the School/ D. E. O's and A. P. O's in the Districts. The response from both teachers and students has been quite encouraging. We have received two monthly returns so far indicating the number of learners and students who are to act as Educational Visitors within the specified time limit.

Methods &

Materials : It has been presumed that the student would meet adults at their residence for one or two hours at least three times in a week and impart literacy as well as keep them aware of the developmental schemes introduced in the state, and other national

important news which they will know from the co-ordinators in the school. The books which have been published by the Adult Education Cell have been already provided to the complex-organisers.

Steps are being taken to produce in due course instructional materials for the student 'Education Visitors' with a view to make the project more viable and practical.

Incentive : It has been decided that the students who are involved in this Project will be awarded extra marks in SUPW. Other incentives under active consideration are concession for purchasing Text-Books, Exercise Books and other materials and if possible some monetary benefit also.

Evaluation : At the end of the year, each student has to declare his work which will be evaluated from the entries in their diary to be provided by the Department. E.O.T.O. Co-ordinators in schools will be responsible to evaluate their work and report about their annual progress

Lastly the overall trend is quite encouraging as out of a targeted 10,000 learners (equal to the number of students in classes VIII to XII) 1141 have been registered during the first month. Only 25 Schools have sent the returns so far. Many more registrations from schools are expected in near future. Classified information can be had from the table : at the end of this report.

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
U-B, S.I.A. Building, Janakpuri, New Delhi-110016
DCC. No.
Date..... 46 D-837
5/9/83

THE PROGRAMME 'EACH ONE TEACH ONE' 1982

CHART SHOWING REGISTERED LEARNERS, AS ON 30.4.1982

Sl. No.	District	Institution / Centres.	Total No. of Learners.	Age Group				Earning Wages	Not Earning Wages.
				7-11	11-14	14-25	25 & above.		
EAST									
1.		Bermiok Martam	17	17	—	—	—	—	17
2.		Song Tshalamthang	23	—	04	14	05	10	13
3.		Tumlabung.	09	02	03	03	01	08	01
4.		Yangthang Aided	07	—	—	05	02	03	04
5.		Luing	16	02	04	08	02	05	11
6.		Chuja Martam	10	—	—	08	02	—	10
7.		Sirwani	04	01	01	01	01	01	03
8.		Aho Shanti	22	—	—	05	17	06	18
9.		Tadong	34	04	02	18	10	16	18
10.		Lower Syari	56	—	09	41	06	36	20
11.		Low. Tumin Borong	31	04	06	11	10	21	10
12.		Tumin Jr. H. School	27	06	04	04	13	20	07
13.		Penlong	62	13	13	30	06	41	21
14.		Dikling	48	07	12	28	01	20	28
15.		Enchey	112	49	16	28	19	22	90
16.		Singtam	74	39	17	14	04	13	61
17.		Central Pendam	15	—	01	12	02	—	15
			567	144	92	230	101	222	347
NORTH									
18.		Swayam	08	—	01	07	—	02	06
19.		Namok	156	26	18	68	44	56	100
			164	26	19	75	44	58	106
SOUTH									
20.		Bikmat	36	17	10	09	—	10	26
21.		Namchi	38	04	22	11	01	12	25
22.		Chidam	30	09	07	12	02	14	16
			104	30	39	32	03	36	67
WEST									
23.		Pelling	158	11	24	70	36	15	143
24.		Sombaria	88	21	20	30	06	10	78
25.		Kaluk	60	41	11	08	—	09	51
			306	73	55	108	42	34	272
GRAND TOTAL :			1,141	273	205	445	190	350	792

STATEMENT SHOWING PHYSICAL PROGRESS UNDER NATIONAL ADULT EDUCATION PROGRAMME

Name of Districts	District wise		Total	Coverage achieved under N.A.E.P. as on 1.4.81			Extent of coverage achieved during the period 1.4.1981 — 1.4.1982						Target coverage for 1982 83			Progress report for the month under review [April 1982]			Remarks
	No. of villages	Population illiterate adults		No. of villages	Villages	Beneficiaries	Centres	Villages	Beneficiaries	Centres	Villages	Beneficiaries	Centres	Villages	Beneficiaries	Centres	Villages	Beneficiaries	
NORTH	45	6544	26477	59	45	2395	100	45	2500	66	45	2400	100	45	2500	71	45	2200	
SOUTH	134	17972	75545	137	134	3406	150	134	3500	138	134	3500	150	134	3500	140	134	3437	
EAST	114	28413	138746	142	114	3800	150	114	4500	146	114	4000	200	114	5000	172	114	4770	
WEST	111	20187	74914	192	111	5482	200	111	5500	199	111	5600	200	111	5500	202	111	5600	
TOTAL	404	73116	315682	530	404	15083	600	404	16000	549	404	15500	650	404	16500	585	404	16007	

Note : 1. Revenue Block has been taken as village as per Educational Survey.

2. Number of illiterate shown is estimated.

REVIEW OF ELEMENTARY EDUCATION PROGRAMME BY AGE GROUP, SEX AND CASTES

Items	Base Year Data For Enrolment 1.4.1980			Enrolment Recorded During The Period 1.4.1981 to 1.4.1982						Target Enrolment For 1982-83			Enrolment Recorded During The Month Under Review			Supplementary Remarks
	Of Which			Target			Achievement			Of Which			Of Which			
	Total	S.C.	S.T.	Total	S.C.	S.T.	Total	S.C.	S.T.	Total	S.C.	S.T.	Total	S.C.	S.T.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
I. Enrolment (For Age Group Up To 10 Yrs)																
(i) Boys	25382	1545	5455	23000	1600	6300	26147	1587	6310	31700	2000	7300				
(ii) Girls	17177	1078	3811	18500	1200	4400	18557	1179	4569	22300	1500	5120				
(iii) Total	42559	2623	9266	41500	2800	10700	44704	2766	10879	54000	3500	12420				
II. Enrolment (For Age Group Between 11 Yrs to 14 Yrs.																
(i) Boys	5162	183	1076	6200	350	1300	5593	226	1314	7100	380	1475				
(ii) Girls	2737	105	718	3000	150	900	3006	134	812	3600	220	985	"	"		
(iii) Total	7899	288	1794	9200	500	2200	8599	360	2126	10700	600	2460				
Grand Total (I+II)																
(I) Boys	30544	1726	6531	29200	1950	7600	31740	1813	7624	38800	2380	8775				
(ii) Girls	19914	1183	4529	21500	1350	5300	21563	1313	5381	25900	1720	6105				
(iii) Total	50458	2909	11060	50700	3300	12900	53303	3126	13005	64700	4100	14880	"	"		

Date..... 46 ⁴⁻⁸⁵ 5/9/85