

LITERACY FACTS AT A GLANCE



NATIONAL LITERACY MISSION
DIRECTORATE OF ADULT EDUCATION
Ministry of Human Resource Development
Government of India
New Delhi

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CONTENTS

Population Profile	1
Literacy Status in some Asian Countries	2
Literacy Status in nine most populous Countries	4
Literacy Status in SAARC Countries	5
Highlights of 1991 Census	6
Literacy Rate (1951-1991)	9
Distribution of Literates and Non-literates	10
National Literacy Mission	11
NLM - Shift of Strategy	12
Literacy Campaigns - Take Off	13
Characteristics of Literacy Campaigns	14
Literacy Campaigns - Steps of Operationalisation	15
Volunteer Profile	17
New Pedagogy	18
Levels of Learning	19
Prescribed Levels in Three R's	20
NLM - Management Structure	22
District Organisation Structure	24
Monitoring and Evaluation Practices	25
Evaluation	26
Evaluation of the Literacy Mission	28
Post Literacy Programmes	29
Scheme of Continuing Education for Neo-literates	33
Current Status of Literacy Campaigns	36
Thrust areas of the NLM	37
New Initiatives of the National Literacy Mission	38
Significant Impacts of Literacy Campaigns	40
Contribution of National Literacy Mission to Women	42
National Literacy Mission's contributions to SCs, STs and Backward Classes	46
Districts Covered under Total/Post Literacy Campaigns and Continuing Education	50
Statement of Grants - 1992-93 to 1997-98	52

POPULATION PROFILE

INDIA

(in million)

1991 Census	Total	Male	Female
Population	846.3	439.2	407.1
Literacy Rate (%)	52.21	64.13	39.29
Non Literate (7+)	328.8	128.3	200.5
Non Literate (9-14)	35.55	13.87	21.68
Non Literate (15-35)	121.29	43.89	77.40

WORLD

(in million)

	Total	Male	Female
Population* (1995)	5715	2879	2836
Literacy Rate (15+)(%) (1995)	77.4	83.6	71.2
Non Literates (15+) (1995)	884.7	320.0	564.7

* Source: Demographic Yearbook 1995, United Nations, New York

LITERACY STATUS IN SOME ASIAN COUNTRIES

Country	Total Non-Literate Population 15+ age (in millions)	Literacy Rate 15+ (%) (1995)		
		Total	Male	Female
1. South Korea	0.69	98.0	99.3	96.7
2. Philippines	2.23	94.6	95.0	94.3
3. Thailand	2.61	93.8	96.0	91.6
4. Vietnam	2.91	93.7	96.5	91.2
5. Sri Lanka	1.24	90.2	93.4	87.2
6. Indonesia	21.50	83.8	89.6	78.0
7. Malaysia	2.05	83.5	89.1	78.1
8. Myanmar	4.91	83.1	88.7	77.7
9. China	166.17	81.5	89.9	72.7
10. Iran	11.92	68.6	77.7	59.3
11. Iraq	4.84	58.0	70.7	45.0
12. Laos	1.17	56.6	69.4	44.4

LITERACY STATUS IN SOME ASIAN COUNTRIES

Country	Total Non-Literate Population 15+ age (in millions)	Literacy Rate 15+ (%) (1995)		
		Total	Male	Female
13. Bhutan	0.55	42.2	56.2	28.1
14. Bangladesh	45.08	38.1	49.4	26.1
15. Pakistan	48.69	37.8	50.0	24.4
16. Afghanistan	8.16	31.5	47.2	15.0
17. Nepal	9.15	27.5	40.9	14.0

Source: World Education Report - 1998

LITERACY STATUS IN NINE MOST POPULOUS COUNTRIES

Country	Total Non-Literate Population 15+ age (in millions)	Literacy Rate 15+ (%) (1995)		
		Total	Male	Female
1. Bangladesh	45.08	38.1	49.4	26.1
2. Brazil	18.33	83.3	83.3	83.2
3. China	166.17	81.5	89.9	72.7
4. Egypt	18.95	51.4	63.6	38.8
5. India	290.70	52.0	65.5	37.7
6. Indonesia	21.50	83.8	89.6	78.0
7. Mexico	6.25	89.6	91.8	87.4
8. Nigeria	26.07	57.1	67.3	47.3
9. Pakistan	48.69	37.8	50.0	24.4

LITERACY STATUS IN SAARC COUNTRIES

Country	Total Non-Literate Population 15+ age (in millions)	Literacy Rate 15+ (%) (1995)		
		Total	Male	Female
1. Bangladesh	45.08	38.1	49.4	26.1
2. Bhutan	.55	42.2	56.2	28.1
3. India	290.70	52.0	65.5	37.7
4. Nepal	9.15	27.5	40.9	14.0
5. Pakistan	48.69	37.8	50.0	24.4
6. Maldives	-	93.2	93.3	93.0
7. Sri Lanka	1.24	90.2	93.4	87.2

Source: World Education Report - 1998

HIGHLIGHTS OF 1991 CENSUS

Literacy Rate State/UT wise

A. High Literacy Rate (70% and above)

(in percentage)

State/UT	Total	Male	Female
1. Kerala	89.81	93.62	86.17
2. Mizoram	82.27	85.61	78.60
3. Lakshadweep	81.78	90.18	72.89
4. Chandigarh	77.81	82.04	72.34
5. Goa	75.51	83.64	67.09
6. Delhi	75.29	82.01	66.99
7. Pondicherry	74.74	83.68	65.63
8. A & Nicobar Islands	73.02	78.99	65.46
9. Daman & Diu	71.20	82.66	59.40

HIGHLIGHTS OF 1991 CENSUS Literacy Rate State/UT wise

B. Literacy rate above national average and below 70%

(in percentage)

State/UT	Total	Male	Female
1. Maharashtra	64.87	76.56	52.32
2. Himachal Pradesh	63.86	75.36	52.13
3. Tamil Nadu	62.66	73.75	51.33
4. Nagaland	61.65	67.62	54.75
5. Gujarat	61.29	73.13	48.64
6. Tripura	60.44	70.58	49.65
7. Manipur	59.89	71.63	47.60
8. Punjab	58.51	65.66	50.41
9. West Bengal	57.70	67.81	46.56
10. Sikkim	56.94	65.74	46.69
11. Karnataka	56.04	67.26	44.34
12. Haryana	55.85	69.10	40.47
13. Assam	52.89	61.87	43.03

HIGHLIGHTS OF 1991 CENSUS Literacy Rate State/UT wise

C. Literacy rate below national average (52.2%)

(in percentage)

State/UT	Total	Male	Female
1. Meghalaya	49.10	53.12	44.85
2. Orissa	49.09	63.09	34.68
3. Madhya Pradesh	44.20	58.42	28.85
4. Andhra Pradesh	44.09	55.13	32.72
5. Uttar Pradesh	41.60	55.73	25.31
6. Arunachal Pradesh	41.59	51.45	29.69
7. Dadara & Nagar Haveli	40.71	53.56	26.98
8. Rajasthan	38.55	54.99	20.44
9. Bihar	38.48	52.49	22.89

LITERACY RATE : 1951 - 1991

Year	Persons	Males	Females
1951 ¹	18.33	27.16	8.86
1961 ²	28.31	40.40	15.34
1971 ³	34.45	45.95	21.97
1981 ⁴	43.56 (41.42)	56.37 (53.45)	29.75 (28.46)
1991 ⁵	52.21	64.13	39.29

PCA 1961 Part - II A (ii)

1. Excluding the population of J & K, Pondicherry and NEFA, Dadar and Nagar Haveli and G.D. and Diu
2. Excluding Goa, Daman & Diu, NEFA
3. Paper 2 of 1983 Series I
4. Excluding Assam
5. Excluding J & K

Notes: Literacy Rates for 1951, 1961 and 1971 relate to population aged five years and above. The rates for the years 1981 and 1991 related to the population aged seven years and above. The literacy rates for the population aged five years and above in 1981 have been shown in brackets.

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

DISTRIBUTION OF LITERATES AND NON-LITERATES (Among Population aged 7+)

(In million)

Literates

	Persons	Males	Females
All Areas	359.28 (52.21%)	229.53 (64.13%)	129.75 (39.29%)
Rural Areas	226.14 (44.69%)	151.21 (57.87%)	74.93 (30.62%)
Urban Areas	133.14 (73.08%)	78.32 (81.09%)	54.82 (64.05%)

Non-Literates

	Persons	Males	Females
All Areas	328.88 (47.79%)	128.36 (35.87%)	200.52 (60.71%)
Rural Areas	279.84 (55.31%)	110.10 (42.13%)	169.74 (69.38%)
Urban Areas	49.04 (26.92%)	18.26 (18.91%)	30.78 (35.95%)

Source: Census 1991 (Excludes J & K)

NATIONAL LITERACY MISSION

Launched: May, 1988

Objectives

- * Impart functional literacy to
 - 100 million non-literates in 15-35 age-group by 1999
 - Full literacy by 2005

- * Functional Literacy includes
 - * Self-reliance in 3 Rs
 - * Awareness of the causes of deprivation
 - * Amelioration through organisation and participation in development process
 - * Skill improvement
 - * Imbibing values such as:
 - *National integration*
 - *Conservation of environment*
 - *Women's equality*
 - *Small family norm*

NLM - SHIFT OF STRATEGY

Programme implemented on centre-based approach till the launching of NLM

- * Evaluation studies conducted of centre-based programme
- * Deficiencies revealed
 - Community not mobilised
 - Poor motivation of learners/instructors
 - Unsatisfactory and unstandardised teaching/learning material
 - Monitoring system not credible
 - Much longer time span for achievement of total literacy
 - High per learner cost

Hence shift from centre-based to mass campaign approach

LITERACY CAMPAIGNS – TAKE OFF

- Ernakulam district launched TLC in January, 1989
- Ernakulam was declared the first fully literate district in the country on 4th February 1990
- Kerala was declared first fully literate state in 1991
- NLM decided to adopt mass campaign approach for total literacy

CHARACTERISTICS OF LITERACY CAMPAIGNS

Literacy as a means of empowerment and development

Well-defined goals

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

Volunteer based approach

- Under Zilla Saksharata Samiti
- Participation of all sections of the society
- Includes NGOs

Environment building and mass mobilisation

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

Improved pedagogy with emphasis on learning outcomes

Low cost

- Rs. 65 - 100 per learner for literacy phase
- Rs. 40 - 50 per learner per year for PL phase

Stress on Post Literacy & Continuing Education

LITERACY CAMPAIGNS – STEPS OF OPERATIONALISATION

1. Pre-Jatha

- Consultation and Consensus
- Involving political parties, teachers, students, cultural groups
- Identification of core team
- Project formulation

2. Creation of Organisational Structure

- ZSS
- Block/GP/Village level structures
- Orientation of personnel
- Sanction of project by Project Approval Committees of NLM

3. Survey

- For enumeration
- For identification of MT/VT

4. Jatha

- Cultural troupes visit every village
- Standardised messages
- Repeat Jathas as necessary

5. Teaching/learning material development

- Local relevance
- Conforming to Improved Pace and Content of Learning (IPCL)
- Incorporates national values

LITERACY CAMPAIGNS – STEPS OF OPERATIONALISATION

6. Training

- Through Resource Persons (RPs) and Master Trainers (MTs)
- Training of Volunteer Teachers (VTs)
- Primer specific
- Recurrent training
- At least 9 days

7. Literacy Instruction

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

8. Monitoring and Evaluation

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

Followed by post literacy/continuing education

VOLUNTEER PROFILE

More than 10 million volunteers mobilised from all sections of society:

- Students
- Educated & unemployed youth
- Teachers
- Educated house-wives
- social workers
- Ex-servicemen
- Retired government officials
- Anganwadi and balwadi workers

Improved Pace & Content of Learning (IPCL)

Objectives

- * Learner motivation
- * Standardisation of material
- * Achievement of pre-determined levels
- * Better accountability

Methodology

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

LEVELS OF LEARNING

* **Level - I : Ability to**

- Read and write words/sentences using most frequent letters and vowel signs
- Read & write numbers upto 50
- Write one's own name

* **Level - II : Ability to**

- Read and write words and sentences having almost all the letters, all vowel signs and some conjunct letters
- Read and write numbers upto 100 and do simple addition and subtraction upto 100
- Write names of family members and one's address

* **Level - III : Ability to**

- Read and comprehend a small passage (unknown text/ newspaper heading, road signs)
- Compute simple problems involving multiplication and division
- Apply skills of writing and numeracy in day to day activities (writing letters, filling forms etc.)

PRESCRIBED LEVELS IN THREE R'S

Reading

- (a) Reading aloud in normal accent simple passage on topic related to the interest of the learner at a speed of 30 words per minute
- (b) Reading silently small paragraphs in simple language at a speed of 35 words per minute
- (c) Reading with understanding road signs, posters, simple instructions and newspapers for neo-literates etc.
- (d) Ability to follow simple written message relating to one's working and living environment

Writing

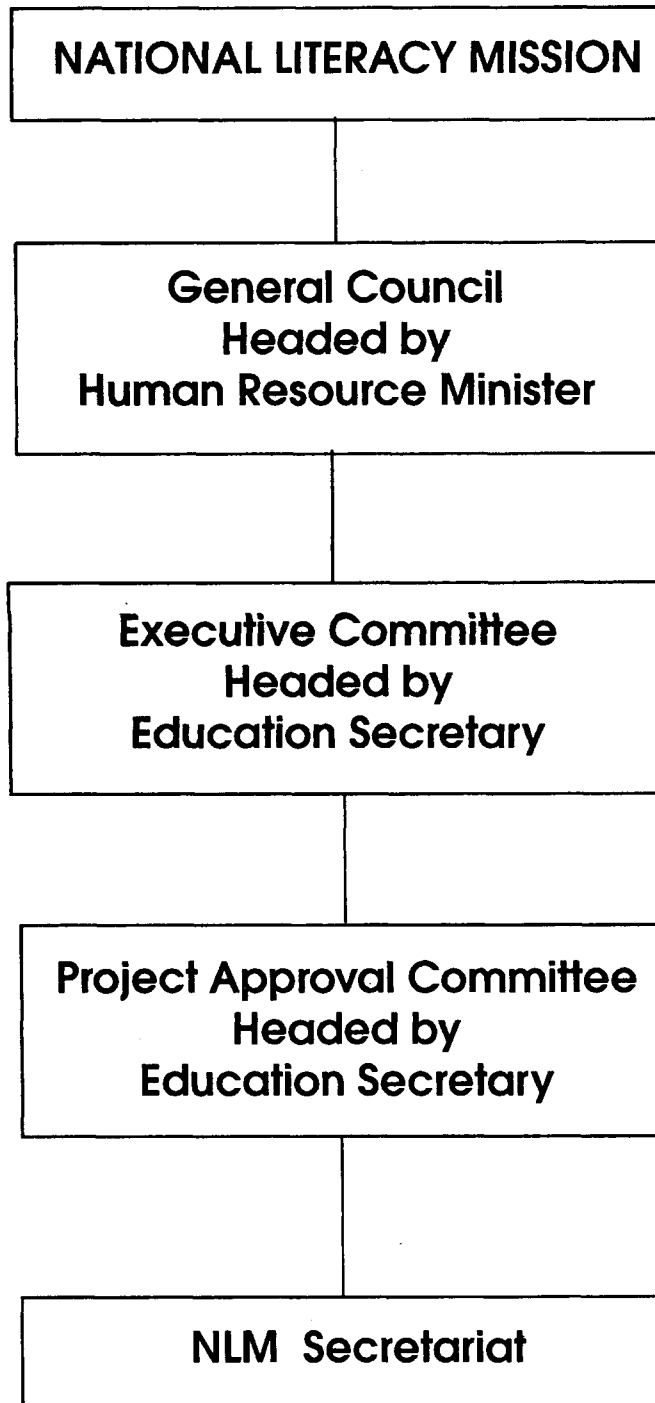
- (a) Copying with understanding at a speed of seven words per minute
- (b) Taking dictation at a speed of five words per minute
- (c) Writing with proper spacing and alignment
- (d) Writing independently short letters and application forms of day-to-day use to the learner

PRESCRIBED LEVELS IN THREE R'S

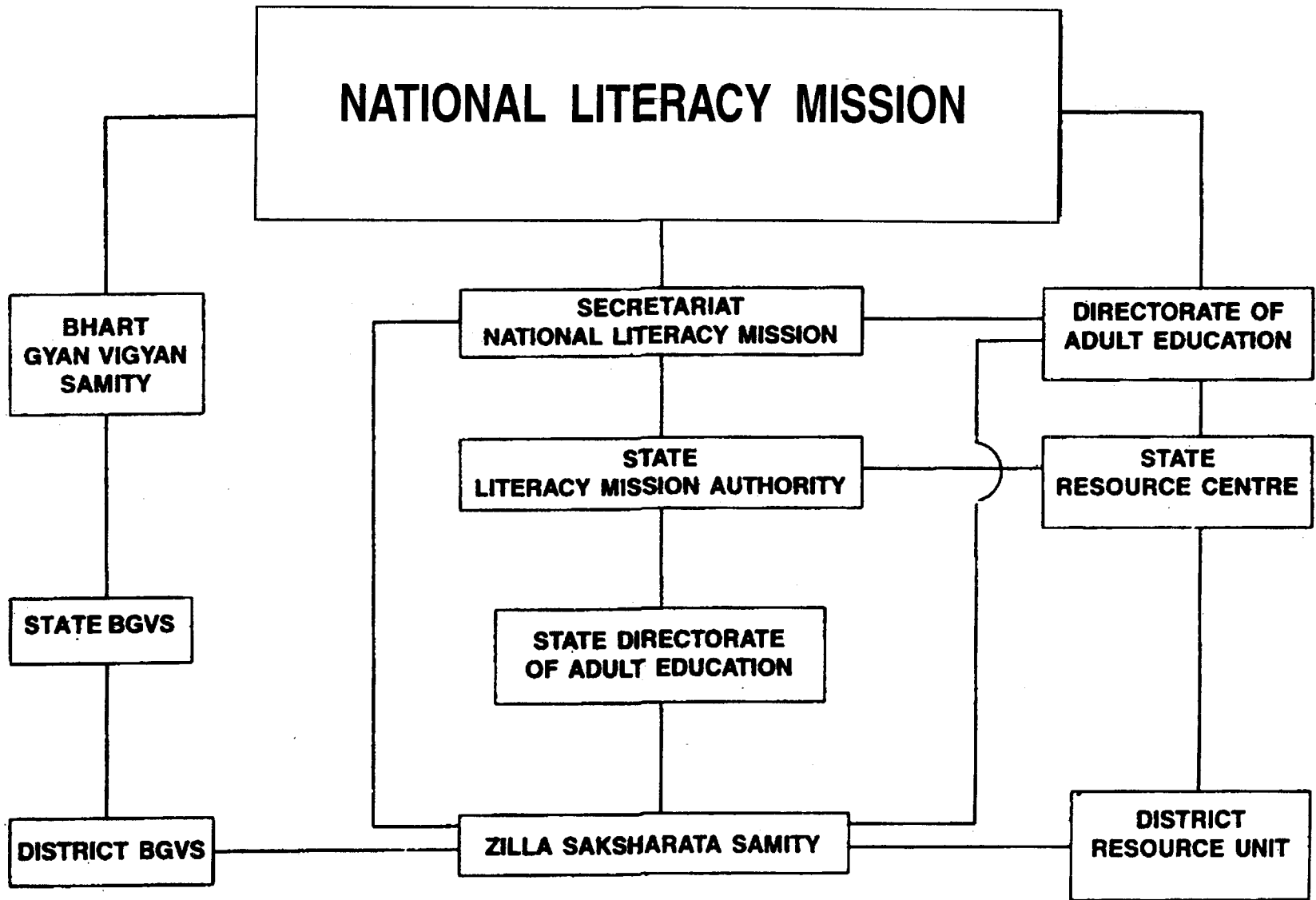
Numeracy

- (a) To read and write 1-100 numerals
- (b) Doing simple calculations without fraction involving addition, subtraction upto three digits and multiplication and division by two digits
- (c) Working knowledge of metric units of weights, measures, currency distance and area and units of time
- (d) Broad idea of proportions and interest (without involving fractions) and their use in working and living conditions

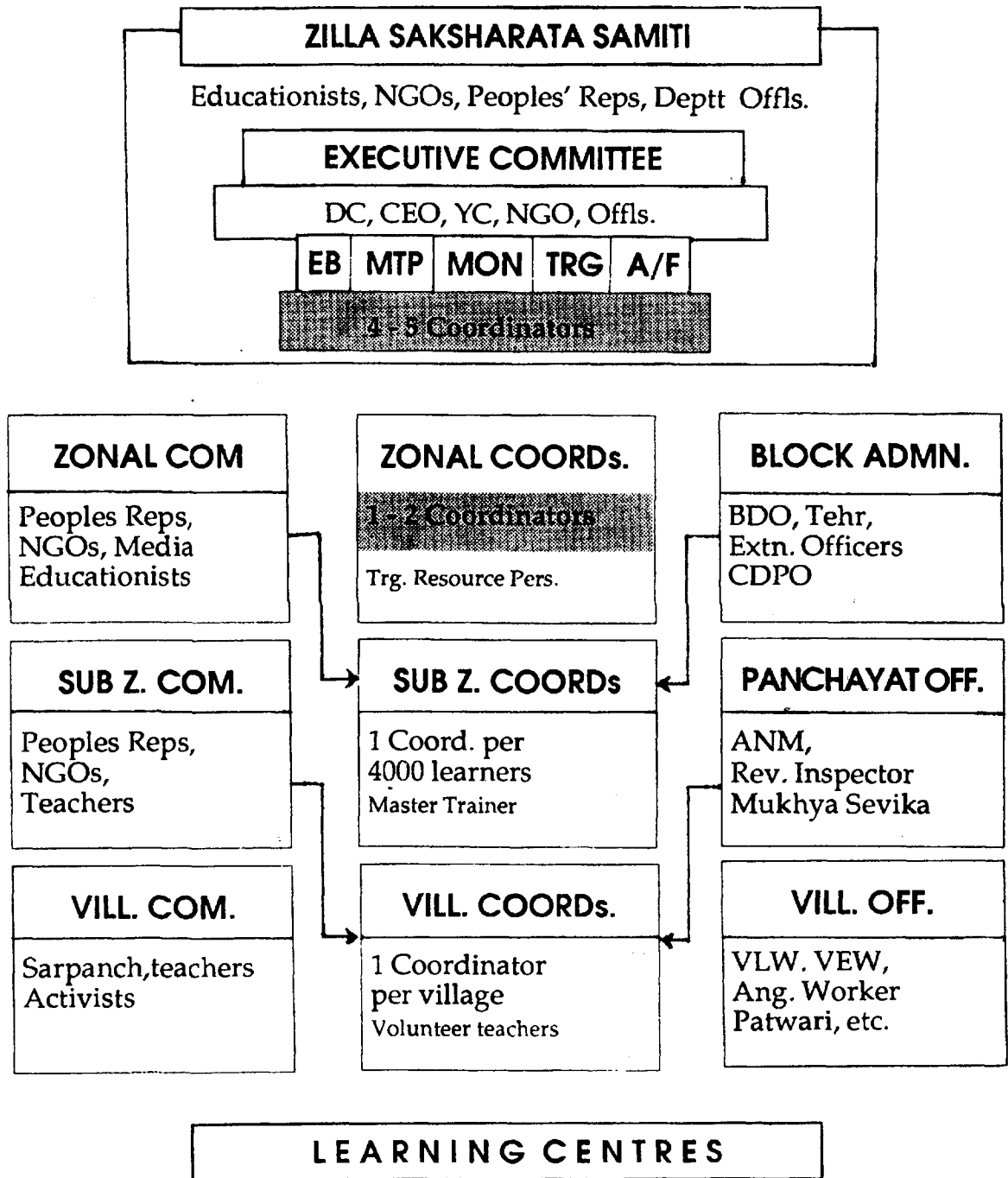
NLM - Management Structure



NLM-MANAGEMENT STRUCTURE



DISTRICT ORGANISATION STRUCTURE



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 performance every month at the state level
 - Consolidated State/UT progress report of the Directorate of Adult Education/Mass Education
 - Proceedings of the State level Monthly Monitoring meetings
- * Spot Evaluations by
 - Evaluating Agencies
 - Officials
 - Consultants
 - Non-officials
- * Review Meetings
 - National level
 - State/UT level

EVALUATION

Concurrent Evaluation

- * A quick mid-term appraisal of the programme
 - To assess strengths and weaknesses
 - To devise remedial action for improvement of the campaign

- * Evaluation to be taken up just after completion of primer - 1 by 50% or more of the enrolled learners

Modalities

- * Literacy campaign districts to approach State Directorates of Adult Education for nominating an agency for evaluation

- * State Directorates of Adult Education to maintain a panel of evaluation agencies

- * Guidelines for Concurrent Evaluation have been prepared and circulated to all concerned

- * Evaluation agencies to follow broad guidelines laid down by NLM for concurrent evaluation

EVALUATION

FINAL EVALUATION

- * For evaluation of learning outcomes at the end of the project

Modalities

- * Evaluation to be taken up soon after 60% of enrolled learners have completed/almost completed Primer - III
- * Through an external evaluation agency nominated by NLM
- * A panel of such agencies maintained by NLM
- * Dave model to be followed for evaluation of learning outcomes
- * Minimum sample size - 5% or ten thousand learners, whichever is less
- * Weightages
 - Reading : 40 marks
 - Writing : 30 marks
 - Numeracy : 30 marks
- * Cut off points
 - 50% in each skill
 - 70% in aggregate
- * Guidelines for final evaluation of TLC district have been prepared and circulated to all concerned

EVALUATION OF THE LITERACY MISSION

- * Evaluation instituted after 5 years of functioning
- * Expert group headed by 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
- Sensitization of bureaucracy
- Literacy placed on the national agenda

Weaknesses

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

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)

DURATION

- 24 months

POST LITERACY PROGRAMMES

STEPS OF OPERATIONALISATION

Planning - Advance planning to ensure that there is no time lag between TLC and PLC

Project Formulation - As soon as 50,000 learners or 25% of the targetted learners under TLC complete Primer II

Re-survey - To identify learners who have achieved NLM norms, non-achievers, drop-outs/left-outs of the TLCs

Environment Building

- To re-mobilise the organisational network into action
- To motivate learners and volunteers
- Through innovative methods to create and sustain learning environment

Mopping up Operation

- Distinct strategy for mopping up necessary
- Special drive to enrol left-outs/drop-outs of TLC
- Upgrade literacy skills of those who have not achieved NLM norms
- Balance funds available in TLC to be used for mopping up

Establishing newer organisational process and structure

- To provide learning opportunities both in structured and unstructured situations
- To facilitate community participation
- To promote formation of grass-root level organisations for group activities
- To secure active involvement of Panchayati Raj Institutions
- For closer monitoring and supervision

POST LITERACY PROGRAMMES

Training on methods of

- infusing confidence
- organising PL activities
- teaching-learning processes
- utilisation of neo-literate materials
- conducting group activities
- managing libraries/learning centres
- disseminating population education messages

Selecting learning methods and materials

- PL-I Primer/graded textual material/supplementary reading books to meet the learning needs and interests of neo-literates
- Library facilities, broadsheets, wall newspapers, posters, etc.

Conducting PL Activities

- for reinforcement of literacy skills
- for strengthening awareness and functionality components
- for imparting population and development education
- to promote group action for participation in development process
- for skill development/vocational training

POST LITERACY PROGRAMMES

Stress on Skill Development

- Skill development - an integral part of PL programmes
- Short duration skill upgradation/vocational courses to be organised soon after PL-I is completed
- Courses/trades identified must be based on felt needs of neo-literates
- Draw support from programmes of other development departments
- Specific programmes for a small percentage of selected neo-literates to be developed on TRYSEM pattern and funded under PL project - no stipend to trainees
- Encourage entrepreneurship and train in managerial skills
- Motivate neo-literates to form co-operatives, thrift societies and undertake economic activities collectively

MONITORING AND EVALUATION

- monthly monitoring meetings at State and District levels
- closer monitoring through project functionaries, people's committees, panchayats at village/block level
- concurrent evaluation at the end of one year
- final evaluation through an external agency at the end of 2nd year

Per Learner Cost

- Rs.40 to Rs.50 per learner, per year

SCHEME OF CONTINUING EDUCATION FOR NEO-LITERATES

PURPOSE

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 course in the TLC/PLC
- 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.

ACTIVITIES

- Establishment of Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCECs)
- Implementation of target specific functional programmes, like
 - Equivalency Programmes (EPs)
 - Income Generating Programmes (IGPs)
 - Quality of Life Improvement Programmes (QLIPs)
 - Individual Interest Promotion Programmes (IIPPs)

SCHEME OF CONTINUING EDUCATION FOR NEO-LITERATES

FUNCTIONS OF CECs

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

ESTABLISHMENT AND FUNDING OF CECs

- Establishing one CEC for 1500-2000 population
- One nodal CEC for 8-10 CECs.
- 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.
- Supporting agencies like Panchayat Raj Institutions, NGOs, State Resource Centres, District Resource Units, National Open School, State Open School; etc., are to be actively engaged for implementation of the CE Scheme.

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, Shramik Vidyapeeths, 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 grass-root level.
- Make the programme sustainable by making it need-based and demand oriented.

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CURRENT STATUS OF LITERACY CAMPAIGNS

- * **448 districts covered under literacy campaigns**
- * **234 districts reached post literacy phase**
- * **60 districts entered Continuing Education phase**
- * **Target**
 - 100 million in 15-35 to be made literate by 1999
 - Full literacy by 2005
- * **Coverage**
 - Literacy projects sanctioned so far to cover 128 million learners
- * **Enrolled**
 - 96.57 million learners under literacy campaigns
- * **Made literate**
 - 72.55 million under all schemes of NLM (52.47 million under literacy campaigns and 20.08 million under other schemes)
- * **60% learners are female and 40% are male**
- * **22.37% are SC learners and 13.55% are ST**
- * **States/UTs fully covered through TLCs**
 - Andhra Pradesh, Gujarat, Goa, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Orissa (except Jajpur and Rayagada), Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal (except Calcutta City), Chandigarh, Dadra & Nagar Haveli, Pondicherry (16 States, 3 UTs)

THRUST AREAS OF THE NLM

* **Seven states having substantial number of non-literates**

- Andhra Pradesh, Bihar, Madhya Pradesh, Maharashtra, Rajasthan, Uttar Pradesh, West Bengal
- Approximately 70% non-literates
- 254 districts out of 270 covered
- Total non-literate population 87.18 million (15-35)
- Coverage : 98.85 million
- Made literate : 46.85 million

* **Four major Hindi States**

- Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh
- Approximately 48% non-literates
- 184 districts out of 199 covered
- Total Non-literate population 58.27 million (15-35)
- Coverage : 60.23 million
- Made literate : 23.74 million

NEW INITIATIVES OF THE NATIONAL LITERACY MISSION

- Shift in focus to the seven major states, particularly to the four major Hindi speaking states, where the bulk of the non-literates reside.
- Devolution of powers to State Literacy Mission Authorities for sanctioning of projects.
- Operation restoration to revitalise the literacy projects which are languishing.
- Active participation of Panchayat 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.
- Concurrent evaluation instituted to provide mid-term appraisal and on-course correction of literacy campaigns.
- Equivalency programme to allow adult neo-literates to pursue further studies through State Open Schools.
- Setting up of the National Literacy Resource Centre at the Lal Bahadur Shastri National Academy of Administration, Mussoorie to provide academic, research and training support to NLM.

NEW INITIATIVES OF THE NATIONAL LITERACY MISSION

- Strengthening the State Resource Centres to provide techno-pedagogic and resource support to literacy campaigns.
- Strengthening the scheme of polyvalent education by revamping the Shramik Vidyapeeths.
- Involving the corporate sector in literacy programmes.
- Orientation workshops for district level officers.
- Media support for literacy in an unprecedented scale to sensitize people and mobilize public support for literacy.
- Writers workshops for preparation of neo-literate literature.
- Institution of the annual Satyen Maltra Memorial Award for those three districts in the country which have done outstanding literacy work.

SIGNIFICANT IMPACTS OF LITERACY CAMPAIGNS

- * 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.
- * Abominable social evils such as dowry, child marriage, beggary and alcoholism are being attacked.
- * Grass-root 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-hoid environment.
- * Communities have been strengthened, have acquired a new cohesiveness and a capacity for group action.

SIGNIFICANT IMPACTS OF LITERACY CAMPAIGNS

- * Communities have been provided the opportunity to plan, implement and evaluate their own programmes so that they have become empowered and self-reliant in their attempts to determine and sustain the course of their lives.
- * 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 dogma.
- * The 'Kaia 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.

CONTRIBUTION OF NATIONAL LITERACY MISSION TO WOMEN

FEMALE LITERACY IN INDIA

The literacy rate in the country has increased from 18.33% in 1951 to 52.21% as per 1991 census. The female literacy rate has also increased from 8.86% in 1951 to 39.29% in 1991. It is noticed that the female literacy rate during the period 1981-1991 increased by 9.54% whereas male literacy rate rose by 7.76%. Hence the female literacy rate actually increased by more than the male literacy rate.

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
- Low retention rate and high dropout rate

STRETEGIES ADOPTED BY THE GOVERNMENT FOR INCREASING FEMALE LITERACY IN THE COUNTRY

The main strategies adopted by the Government for increasing female literacy in the country include:

- National Literacy Mission for imparting functional literacy
- Unlversalisation for Elementary Education
- Non Formal Education

CONTRIBUTION OF NATIONAL LITERACY MISSION TO WOMEN

CONTRIBUTION OF LITERACY CAMPAIGNS TO FEMALE LITERACY

- 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

MALE - FEMALE DIFFERENTIAL DURING 1951-1991

Year	Literacy Rates			Differential
	Total	Males	Females	
1951	18.33	27.16	8.86	18.30
1961	28.31	40.40	15.34	25.06
1971	34.45	45.95	21.97	23.98
1981	43.56	56.37	29.75	26.62
1991	52.21	64.13	39.29	24.84

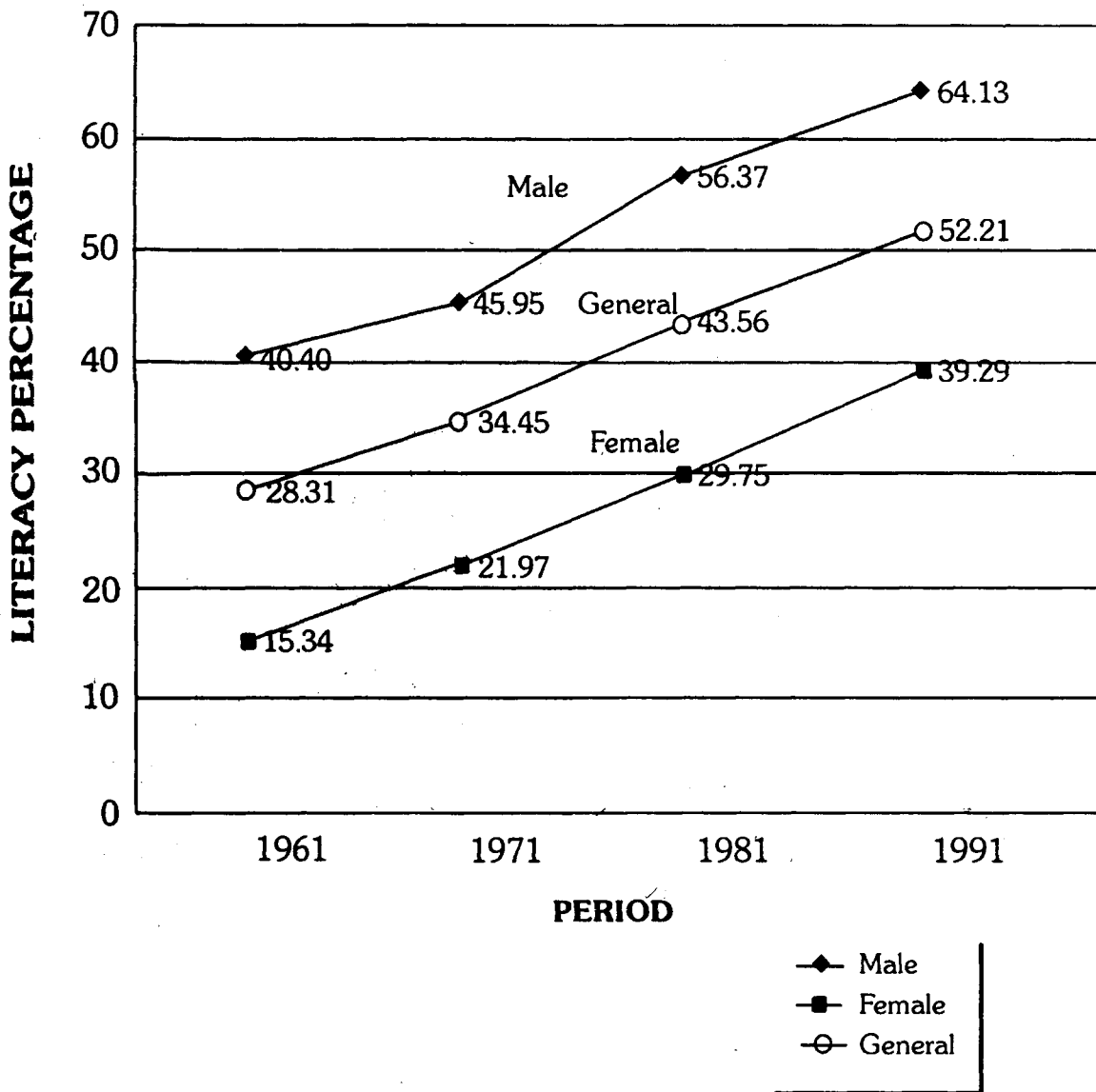
CONTRIBUTION OF NATIONAL LITERACY MISSION TO WOMEN

RURAL - URBAN GENDER GAP AMONG LITERATES (1991)

	Persons	Males	Females
All Areas	359.28 (52.21%)	229.53 (64.13%)	129.75 (39.29%)
Rural Areas	226.14 (44.69%)	151.21 (57.87%)	74.93 (30.62%)
Urban Areas	133.14 (73.08%)	78.32 (81.09%)	54.82 (64.05%)

CONTRIBUTION OF NATIONAL LITERACY MISSION TO WOMEN

MALE - FEMALE LITERACY RATE DIFFERENTIALS



NATIONAL LITERACY MISSION'S CONTRIBUTIONS TO SCHEDULED CASTES, SCHEDULED TRIBES AND BACKWARD CLASSES

- * As per 1991 census the literacy rate of Scheduled Castes and Scheduled Tribes was 37.41% and 29.60% respectively
- * Literacy rate of SC females compared to general populations was much lower in the state of Bihar (7.07%), Rajasthan (8.31%) and Uttar Pradesh (10.69%)
- * Literacy rate of ST females is extremely low in Rajasthan (4.4%)
- * As per 1991 census the literacy rate was lowest for SCs in Bihar (19.49%) and highest in Kerala (79.66%) and for STs it was lowest in Andhra Pradesh (17.16%) and highest in Mizoram (82%)
- * Lalitpur district of Uttar Pradesh was the lowest literacy of 4.74% for STs in the country. For ST males the literacy was lowest in Mau district of U.P. (3.85%) and for females it was Jalore district of Rajasthan (0.55%)
- * Literacy rate of STs was more than the SCs in the states of Bihar, Meghalaya, Mizoram, Sikkim, and Uttar Pradesh
- * In general the SCs were ahead of the STs in literacy. But in Urban areas the STs are ahead of SCs
- * The percentage of learners of SCs and STs under literacy campaigns are 22.37% and 13.55% respectively

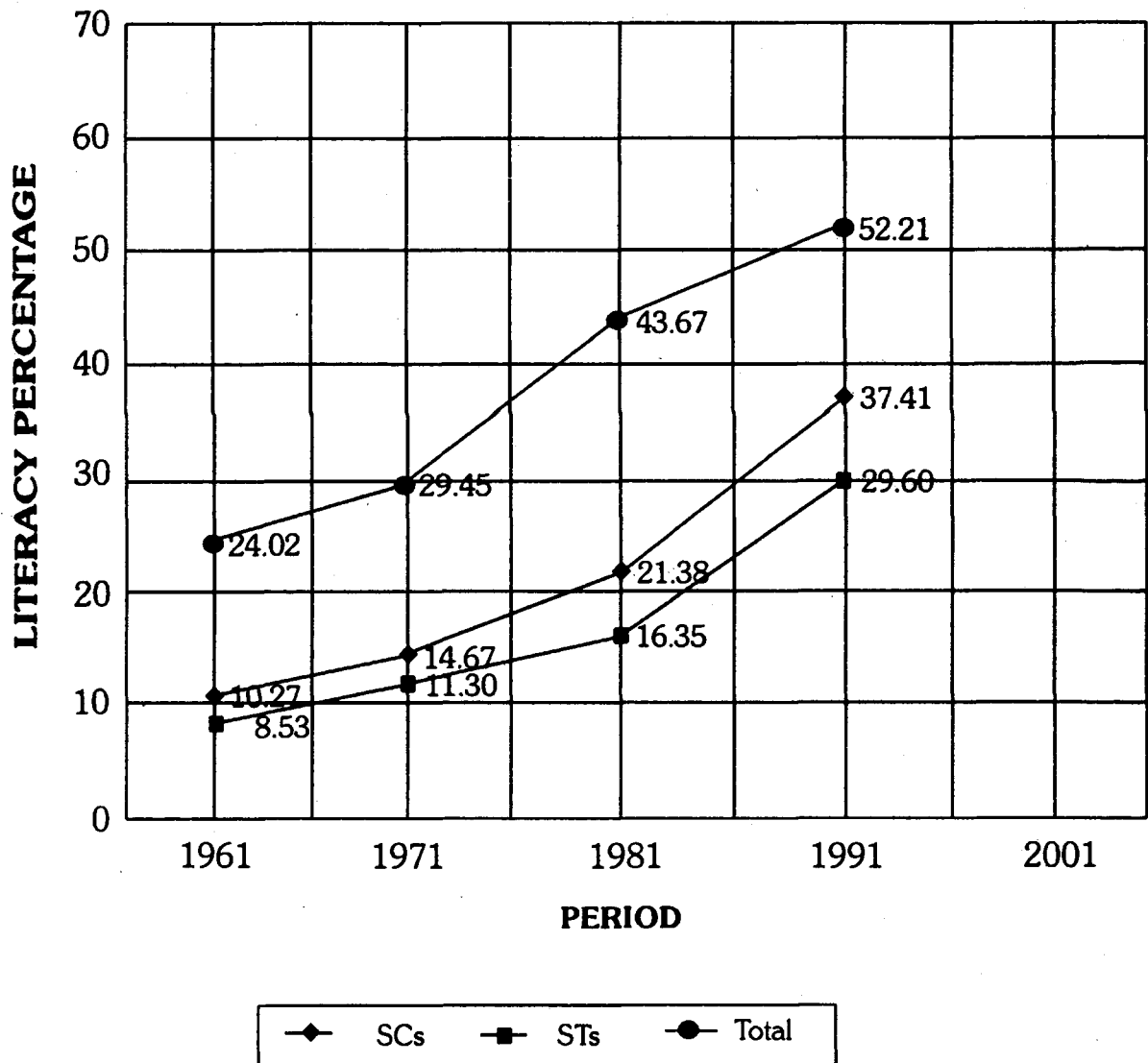
NATIONAL LITERACY MISSION'S CONTRIBUTIONS TO SCHEDULED CASTES, SCHEDULED TRIBES AND BACKWARD CLASSES

- * The share of expenditure in implementation of literacy campaigns between the Centre and the States in tribal areas is 4:1 instead 2:1 in other areas
- * During the period from 1961 to 1991 the increase of literacy rate of the Scheduled Castes, Scheduled Tribes and total population-

Period	Scheduled Castes			Scheduled Tribes			Total Population		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
1961	10.61	16.96	3.29	8.53	13.83	3.16	24.02	34.44	12.95
1971	14.67	22.36	6.44	11.30	17.63	4.85	29.45	39.45	18.69
1981	21.38	31.12	10.93	16.35	24.52	8.04	42.67	56.50	29.85
1991	37.41	49.91	23.76	29.60	40.65	18.19	52.21	64.13	39.29

NATIONAL LITERACY MISSION'S CONTRIBUTIONS TO SCHEDULED CASTES, SCHEDULED TRIBES AND BACKWARD CLASSES

Literacy Rate of Total Population, SCs/STs during 1961-1991



NATIONAL LITERACY MISSION'S CONTRIBUTIONS TO SCHEDULED CASTES, SCHEDULED TRIBES AND BACKWARD CLASSES

DURING THE PERIOD 1961 TO 1991

- * During the above period the percentage of increase of literacy among SCs & STs was 264.27 and 247 respectively compared to 117.36 for total population
- * The increase was more for females compared to males;
 - (i) For SCs the increase was 2.94 times for males and 7.22 times for females
 - (ii) For STs the increase was 2.93 times for males and 5.76 times for females
- * The increase of literacy is more in Rural areas compared to Urban areas
- * Percentage of literacy was highest for general population during the period 1971-81 and whereas the increase was highest for SCs and STs in 1981-91

STATE-WISE STATEMENT SHOWING NUMBER OF DISTRICTS COVERED UNDER TOTAL/ POST LITERACY CAMPAIGNS AND CONTINUING EDUCATION

State/UT	Total No. of Districts	Distts. covered under TLC (Fully/Partly)	Distts. Covered under PLC	Distts. covered under Continuing Education
Andhra Pradesh	23	1	6	16
Arunachal Pradesh	13	-	-	-
Assam	23	15	6	-
Bihar	55	29	11	-
Goa	2	2	-	-
Gujarat	19	-	19	-
Haryana	*19	11	5	-
Himachal Pradesh	12	-	11	1
Jammu & Kashmir	14	5	-	-
Karnataka	*27	2	18	-
Kerala	14	-	-	14
Madhya Pradesh	*65	26	18	1
Maharashtra	*33	15	10	5
Manipur	8	1	-	-
Meghalaya	7	6	-	-
Mizoram	3	-	-	3
Nagaland	7	-	-	-
Orissa	30	13	12	-

STATE-WISE STATEMENT SHOWING NUMBER OF DISTRICTS COVERED UNDER TOTAL/ POST LITERACY CAMPAIGNS AND CONTINUING EDUCATION

State/UT	Total No. of Districts	Distts. covered under TLC (Fully/Partly)	Distts. Covered under PLC	Distts. covered under Continuing Education
Punjab	17	11	2	1
Rajasthan	*32	9	20	2
Sikkim	4	-	-	-
Tamil Nadu	29	3	12	9
Tripura	4	-	4	-
Uttar Pradesh	*83	57	10	1
West Bengal	18	3	11	3
A & N Islands	2	-	-	-
Chandigarh	1	-	1	-
Dadra & Nagar Haveli	1	1	-	-
Daman & Diu	2	-	1	-
Delhi	1	1	-	-
Lakshadweep	1	-	-	-
Pondicherry	4	-	-	4
TOTAL	573	211	177	60

Note:

* Some more districts have been carved out of the existing districts which have already been covered under literacy campaigns

STATEMENT OF GRANTS RELEASED IN RESPECT OF TOTAL/POST LITERACY CAMPAIGNS 1992-93 TO 1997-98

(in lakhs)

State/UT	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Andhra Pradesh	7,01.66	17,19.74	11,06.93	6,11.50	1,28.41	1,55.00
Assam	65.00	25.00	10,14.67	2,48.70	1,06.55	33.00
Bihar	1,25.00	8,74.08	13,11.00	16,76.73	7,43.45	3,06.00
Chandigarh	15.00	18.00	-	-	11.50	20.00
Daman & Diu	-	1.40	-	-	-	-
Dadar & N Haveli	-	-	17.00	-	-	-
Delhi	18.35	55.43	56.53	2,98.44	-	-
Goa	-	-	-	-	-	-
Gujarat	4,95.00	8,35.55	5,83.30	35.00	3,59.91	34.40
Haryana	2,95.00	1,81.05	2,32.42	1,41.43	35.44	62.50
Himachal Pradesh	2,11.00	64.67	92.87	11.14	35.79	20.56
Jammu & Kashmir	-	-	25.00	1,00.00	30.00	-
Karnataka	6,27.90	14,94.83	8,16.45	1,40.83	1,91.49	2,25.12
Kerala	-	1,00.00	-	-	-	-
Madhya Pradesh	1,40.00	11,60.99	25,11.99	6,90.20	3,43.84	1,90.63
Maharashtra	6,30.00	6,77.27	5,58.03	71,7.77	2,77.54	1,79.00

STATEMENT OF GRANTS RELEASED IN RESPECT OF TOTAL/POST LITERACY CAMPAIGNS 1992-93 TO 1997-98

State/UT	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Manipur	-	-	-	-	-	10.00
Meghalaya	-	-	-	94.65	1,01.00	-
Orissa	4,68.00	4,32.38	4,22.95	6,27.05	1,93.42	1,40.00
Pondicherry	-	-	-	-	-	-
Punjab	-	25.00	2,61.34	3,44.47	1,35.00	68.75
Rajasthan	2,20.00	5,01.97	13,37.24	14,23.36	11,15.86	6,23.01
Tamil Nadu	11,46.00	9,26.00	11,51.53	9,64.82	1,01.22	75.00
Tripura	-	222.45	-	-	-	27.00
Uttar Pradesh	6,85.00	22,12.88	23,44.43	15,04.44	6,28.38	2,27.80
West Bengal	10,69.00	5,83.65	13,53.12	2,38.00	1,75.25	1,15.00
Bharat Gyan Vigyan Samiti, Delhi	-	-	-	-	-	67.08
TOTAL	69,11.91	1,21,12.34	1,51,96.80	98,68.53	47,14.05	25,80.00

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