



Adult Education



Literacy – Prerequisite For Development

Literacy as a qualitative attribute of the population is one of the most important indicators of the socio-economic and political development of a society. It is a major component of Human Resource Development and is thus basic to any programme of social and economic progress.

Literacy Scenario: Challenges

Post-independent India inherited a system of education which was characterised by large scale inter and intra-regional imbalances. The system educated a select few, leaving a wide gap between the educated and the illiterate. Educational inequality was aggravated by economic inequality, gender disparity and rigid social stratifications.

Since independence, there has been a growing realisation that development would never become self-

sustaining unless it is accompanied by corresponding changes in the attitudes, values, knowledge and skills of the people as a whole and that the only way this change can be accomplished is through education. A number of programmes taken up to impart Adult Education during the last four decades before launching of National Literacy Mission in May 1988 could not be very successful on account of a number of inherent weaknesses such as the low levels of literacy, centre-based approach, lack of mass awareness and community participation.

Female Literacy

The problem of illiteracy is further aggravated by social constraints, which inhibit female literacy and educational development of women. Inequality between genders is one of the most crucial and yet one of the most persistent disparities in India where differences in female and male literacy rates are glaring, more so in the rural areas and among the disadvantaged sections of society.





Significant progress has been made in the field of female literacy, which has been increasing at a faster rate as compared to male literacy from 1981 onwards. Consequently, the male-female literacy differential at 26.62 percentage points in 1981 was reduced to 24.84 percentage points in 1991, which has further been reduced to 21.6 in 2001, when growth in female literacy was recorded higher at 14.38 percentage points as compared to corresponding figure for males at 11.13. The encouraging phenomenon of the faster growth in female literacy is not only visible in all the states across the country but is also reflected in the progress registered by deprived sections of society particularly SCs/STs. Moreover, women constitute 60 per cent of the total beneficiaries under Adult Education Programmes.

Scheduled Castes/Scheduled Tribes

Acute economic deprivations and social disabilities accentuate the problem of illiteracy amongst scheduled castes/scheduled tribes. In case of scheduled tribes, the main problems arise from lack of communication, inaccessibility of their habitations, scattered population, lack of adequate institutional infrastructure, dearth of qualified local instructors and the variety of tribal dialects that make the problem of illiteracy more difficult.

As per the 2001 Census the literacy rate of Scheduled Castes was 54.69 percent. The male and female literacy rate being 66.64 per cent and 41.90 per cent. The literacy rate of scheduled castes has increased by 17.28 per cent during the decade 1991-2001. Bihar has the lowest scheduled caste female literacy rate i.e. 15.58 per cent. The Scheduled tribes literacy rate which was 29.6 per cent in 1991 increased to 47.1 per cent in 2001. It means the literacy rate of scheduled tribes increased by 17.5 per cent. The literacy rate of scheduled tribes male and female was 59.71 per cent and 34.76 per cent respectively in 2001. The scheduled tribe female literacy rate was also lowest in Bihar i.e. 15.54 per cent. In Rajasthan scheduled castes and scheduled tribes female literacy rate, which was 8.31 per cent and 4.42 per cent in 1991, has increased to 33.87 per cent and 26.16 per cent in 2001.

Illiteracy Size 2001 Census

Absolute increase in population was much more than the increase in the number of literates during the decades 1961-71, 1971-81 and 1981-91. As a result of this increase in population, problem of illiteracy continued to grow year after year and decade after decade though at a decreasing rate after 1971. Increase in the number of literates in 1991-2001 took over the increase in corresponding population during 1991-2001. As a result of tremendous efforts on educational front and slight decline in the growth rate of population, number of illiterates during the decade 1991-2001 came down from 329 millions in 1991 to 304 millions in 2001. This was a welcome change in the depressing scenario.

North Eastern Region

The North-Eastern Region of the country comprising of eight States – Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura is largely inaccessible, remote, hilly with difficult terrain. Population, largely scheduled tribes, is dispersed with a low density. Although economically under-developed with low levels of urbanisation, it is rich in ethnic cultural heritage with linguistic diversity. All these factors combine to result in marked intra-regional differences in educational development. While, on the one hand, Mizoram has the second highest literacy rate in the country, on the other extreme Arunachal Pradesh has the lowest literacy rate in the north-east region. All the districts in the NER have already been covered under the literacy programmes.

Growth of Literacy

Over the decades, literacy rates have shown substantial improvement. The overall literacy rate was only 18.33 per cent in 1951, which rose to 52.21 per cent in 1991 and has further increased to 64.84 per cent in 2001. According to the Census of India, 2001, the literacy rate has gone up to 75.26 per cent for males and 53.67 per cent for females. For the first time, even with an overall increase in the population, the number of illiterates has decreased in absolute terms by 31.9 million. The number



of literates, on the other hand, increased by 203.6 million during the last decade.

At present, over three-fourth of male population and over half of female population are literate. During the last decade, female literacy rate has shown much higher growth, increasing by 14.38 percentage points as against 11.13 for males, thus reducing the male-female differential in literacy rates from 24.84 in 1991 to 21.6 in 2001. All states have registered an increase in literacy rates and 60 per cent male literacy has been achieved without exception. However, disparities between and within states continue, although the gap between the educationally advanced and backward states has been diminishing over the years.

National Literacy Mission: Goals & Objectives

A nationwide effort was set in motion with the establishment of the National Literacy Mission (NLM)

in May 1988. A concerted effort was made, at planning and implementation levels, to reinterpret and make relevant the role of adult literacy in individual, community, and national life so that the objectives of the Mission are realistically achieved. The goal of the National Literacy Mission goes beyond the simple achievement of self-reliance in literacy and numeracy to functional literacy. The achievement of functional literacy implies: imbibing values of national integration, conservation of environment, women's equality, observance of small family norms, etc. Thus, literacy as enunciated in the National Literacy Mission, is not an end in itself but has to be an active and a potent instrument of change ensuring achievement of these social objectives and creation of a learning society. The acquisition of functional literacy results in empowerment and a definite improvement in the quality of life. It helps to ensure the participation of the masses in sharing the benefits of the information era.

The goal of National Literacy Mission is to attain a sustainable threshold level of 75 per cent by 2007 by imparting functional literacy to non-literates in 15-35 years, which is in the productive and reproductive age group and constitutes a major segment of the work force. Its purposeful and effective education gives rich dividends in increased productivity, improvement in health care, family stabilisation and general betterment of the social and political life of the community. Besides this age group, persons outside this age limit are not excluded from the programme; particularly the children in the age group of 9-14 years who are also dropouts.

National Literacy Mission Authority

National Literacy Mission Authority was set up as an independent and autonomous wing of the Department, vested with executive and financial powers in its sphere of work.

The NLMA has a General Council, Executive Committee and Project Approval Committee. The General Council functions under the Chairmanship of Minister for Human Resource Development and lays down the policies and programme in the field of literacy and Adult Education. The Executive Committee and



Project Approval Committee function under the Chairmanship of Secretary, Elementary Education and Literacy. While the Executive Committee carries out all other functions of the Authority, the Project Approval Committee considers and approves literacy projects for financial assistance.

Revamped Mission

New life and vigour has been infused into the NLM to meet the new challenges. On November 30, 1999, the Government approved the extension of the Mission, stressing on life-long learning and decentralisation, adopting integrated literacy campaign approach, devolution of authority to State and district-level institutions.

The parameters and norms of financial assistance of schemes under the NLM have been enhanced. Main features of the revised schemes are:

- ❑ An integrated approach to literacy was adopted to amalgamate all the features of the earlier literacy and post literacy phases.
- ❑ Zilla Saksharata Samities (District Literacy Societies) to continue to oversee and run literacy programmes. They have been given freedom to synergise their strengths with those of local youth clubs, Mahila Mandals, voluntary agencies, Panchayati raj institutions, small scale industries, cooperative societies, etc.
- ❑ Scheme of Continuing Education encompassing removal of residual illiteracy, individual interest programmes, skill development, rural libraries, etc., is given due priority.
- ❑ The role of NGOs has been expanded to impart vocational/skill development programmes and also to run Continuing Education Centres in addition to their present activities – imparting training, material development, innovative and impact studies etc.
- ❑ Devolution of financial and administrative powers to State Literacy Mission Authorities for sanctioning of projects.

- ❑ The Scheme of Rural Functional Literacy Projects is subsumed with Scheme of Literacy Campaigns and Operation Restoration.
- ❑ It is hoped that the revised Mission will continue to consolidate the gains of previous years and accelerate the growth of literacy movement.

Beyond Literacy

Literacy is a basic step towards Adult Education, which is a process of life long learning and an entry point to the world of communication and information. After experimenting with successive and alternative models of adult literacy, the NLM adopted Total Literacy Campaign approach as its principal strategy for eradication of illiteracy. Total Literacy Campaigns (TLCs), which provide basic literacy skills to the non-literate population primarily in the age group 15-35 years, have been launched in almost all the districts of the country. The TLC has certain positive characteristics – area-specific, time-bound, participative, delivery through voluntarism, cost-effective and outcome oriented. The Campaigns are implemented through Zilla Saksharata Samities (district level literacy committees) as independent and autonomous bodies, having due representation of all sections of society.

The targets emanate from the grass-root level on the basis of a survey, which also serve as a tool of planning, mobilisation and environment building. Though the TLC is meant to impart functional literacy, it also disseminates a ‘basket’ of other socially relevant messages such as enrolment and retention of children in schools, immunisation, propagation of small family norms, women’s equality and empowerment, peace and communal harmony etc.

Integrated Approach

With the implementation of TLCs, millions of non-literates are acquiring basic literacy skills, which are at best fragile. There is a greater possibility of neo-literates regressing into partial or total illiteracy unless special efforts are continued to consolidate, sustain and possibly



enhance their literacy levels. The first phase of basic literacy instruction and the second phase of consolidation, remediation and skill upgradation which constitute two closely related operational stages are now being treated as one integrated project, to ensure smooth progression from one stage to another to achieve continuity, efficiency and convergence. The National Literacy Mission aims at ensuring that the total literacy campaigns and the post literacy programmes successfully move on to continuing education, which provide life-long learning.

Each district is unique. The learners are not uniformly endowed and have different capabilities and abilities. National Literacy Mission has, therefore, encouraged greater flexibility and innovation in designing and implementation of literacy and post literacy programmes. The Zilla Saksharata Samities are free to create a model that suits the area-specific needs of the learners.

Residual Illiteracy

Although the Total Literacy Campaigns took the form of a mass movement and spread throughout the country, in many cases a number of campaigns stagnated due to natural calamities, lack of political will, frequent transfer of Collectors, etc. Restoration of stagnating projects is a priority area. Despite success of literacy phase, there are still pockets of residual illiteracy. Priority would continue to be given to cover the districts uncovered



so far and those having female literacy rate below 30 per cent. Focus continues to be on women and those belonging to disadvantaged groups. Projects for Residual Illiteracy (PRIs) have been taken up in 30 districts of Rajasthan, 10 districts of Andhra Pradesh, 1 district of Bihar, 4 districts of Karnataka and 3 districts of Tripura. During the current year i.e. 2005-06, PRIs have been sanctioned in 12 districts of Madhya Pradesh and 8 districts of West Bengal, and 16 districts of Tamil Nadu.

The funding ratio between the Centre and State Government is 2:1, with the exception of districts under the tribal sub-plan where the ratio is 4:1. Implementing agencies are now allowed to incur expenditure on basic literacy activities along with post literacy and advanced phase of Continuing Education.

Special Focus on Low Female Literacy Districts

As per Census, 2001, 47 districts in the country have a female literacy rate below 30 per cent. Hence, dealing with low female literacy is of immense concern to the National Literacy Mission and it was decided to target the 47 low female literacy districts for improvement. As most of these districts are concentrated in the States of Uttar Pradesh, Bihar, Orissa and Jharkhand, special innovative programmes have been taken up in these districts for promoting female literacy. The programme in Uttar Pradesh and Bihar is complete and the external evaluation of the programme in Jharkhand and Orissa is being conducted.

Special Project for Accelerated Female Literacy Programme in Orissa

9 districts in Orissa, which have low female literacy rates, have been covered under Special Project for Accelerated Female Literacy Programme. These districts are Koraput, Nabrangpur, Malkangiri, Rayagada, Kalahandi, Gajapati, Sonepur and Nuapada. The programme was assigned to a network of 117 NGOs targeting 10.43 lakh non literate women in 15-35 age group. The programme is being evaluated by external evaluation agencies.



Special Female Literacy Programme in Jharkhand

The special female literacy programme has been implemented in 5 low female literacy districts of Jharkhand. These districts are Pakur, Garhwa, Sahibganj, Giridih and Godda. Around 5.00 lakh women illiterates in 15-35 age group have been covered under the programme. The programme has been completed and the external evaluation report is awaited from two districts.

Launching of Special Literacy Drive

The Council of the NLMA in its meeting held in April, 2005 under the Chairmanship of Hon'ble HRM decided to launch a special literacy drive in 150 low literacy districts of the country. The PAC of the NLMA in its meeting held in August-September, 2005 approved the proposals of 46 districts in the States of Bihar (23), Rajasthan (11) and Jharkhand (12). The proposals of 4 districts of Karnataka and 23 districts of Uttar Pradesh and 1 district of Punjab were also approved by the PAC in its meetings held in October, 2005 and January, 2006 respectively.

Continuing Education

Continuing Education is an indispensable aspect of the strategy of human resource development and of the goal of the creation of a learning society. Concerted efforts are required on the part of all stakeholders to see that the achievements of the last decade do not go waste. Educators around the world are increasingly recognising the importance of moving beyond a narrow concept of adult basic education. In this context, the NLM has made continuing education a necessary component of its activities.

The Scheme of Continuing Education provides a learning continuum to the efforts of Total Literacy and Post Literacy Programmes in the country. The main thrust is on providing further learning opportunities to neo-literates by setting up of Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCECs), to serve population of about 2000-

2500 people by providing facilities of library, reading room, learning centres, sports and cultural centres and other individual interest promotion programmes. Opportunities are also provided for undertaking diverse activities such as Equivalency Programme, Quality of Life Improvement Programmes, Income Generating Programmes and Individual Interest Promotion Programmes. Ten to fifteen such centres form a cluster, with one of them acting as the nodal CEC.

The CECs provide area-specific, need-based opportunities for basic literacy, upgradation of literacy skills, pursuit of alternative educational programmes, vocational skills and also promote social and occupational development.

During the current financial year, 20 new districts have been covered under Continuing Education Scheme. With this addition, continuing education programmes are running in 305 districts. The CECs, including the nodal ones, are set up in active consultation with the user community and the programmes are designed to meet its demands. The stress on imparting literacy skills to non-literates is sustained. Teaching of primers, identification of target groups, other items of work connected with basic illiteracy eradication continue unabated. An Assistant Prerak is appointed for undertaking basic literacy programme in the CECs. Apart from establishing CECs, the scheme also undertakes the following programmes:

- Equivalency Programmes,
- Quality of Life Improvement Programmes,
- Individual Interest Promotion Programmes,
- Skill Development and Income Generating Programmes.

The stress on continuing education includes a thrust on rural libraries, which will see more books, more magazines and more periodicals being made available in villages across the country. This is especially relevant as most districts are likely to complete post literacy programmes and move towards the continuing education phase. The State Resource Centres develop relevant teaching, learning material and books for rural and urban neo-literates. The increased thrust seeks to



ensure that they do not relapse into illiteracy. Apart from establishing CECs, the scheme also undertakes the following programmes:

As a part of this strategy, there is stress on establishing rural libraries, which will provide reading and learning material to neo-literates in their own languages.

Wide acceptance and local sustainability is achieved by involving NGOs, voluntary agencies, social workers, and Panchayati Raj institutions in the planning and implementation of the scheme of continuing education. Various development departments, technical institutions, professional groups and Directorate of Adult Education, Government of India provide inputs needed by the programme. State Resource Centres (SRCs) and Jan Shikshan Sansthan join hands by giving the necessary resource and training support.

Empowering State Literacy Mission Authorities (SLMAs)

Keeping pace with the endeavours, campaigns and programmes, which are being initiated by the NLM, it was decided to strengthen and revitalise the State Literacy Mission Authorities (SLMA) – the state level societies registered under the Societies Registration Act, 1860. This is a step towards decentralisation, as it shows that the SLMAs have reached a stage where they can be made responsible for the programmes, which are being initiated for their states. The devolution of administrative and financial powers to them will lead to a faster-moving administrative set up, and therefore, programmes can be initiated faster, and decisions taken without any delay, leading to more efficient developmental programmes. Each state has to set up a SLMA. The new SLMAs are now empowered to sanction continuing education projects. Thus, the SLMAs:

- now serve as Nodal Agencies at the state level for monitoring and implementing the scheme of continuing education.
- have been empowered to approve continuing education projects and funds have been placed at their disposal; and

- are supposed to plan their programmes and activities from the Panchayat level upwards to block level, municipal level, district level, and state level.

Non-Governmental Organisations

The National Literacy Mission (NLM) fully recognises the vast potential of NGOs in furthering its programmes and schemes. Ever since its inception, NLM has taken measures to strengthen its partnership with NGOs and has given voluntary organisations an active promotional role in the literacy movement. These NGOs are provided 100 per cent financial assistance for imparting literacy to adult non-literates in the age group of 15-35; organising vocational and technical education programmes for neo-literates; provision of academic and technical resource support; promoting innovation, experimentation; conducting evaluation and impact studies; organisation of workshops, seminars etc. NGOs are also associated in the Continuing Education Programme.

State Resource Centres

The State Resource Centres (SRCs) managed by NGOs provide academic and technical resource support in the form of training material preparation, extension activities, innovative projects, research studies and evaluation, etc. At present there are 26 SRCs. During the 9th Plan period, the State Resource Centres have been strengthened and have been divided into two categories 'A' & 'B'. The pattern of assistance is as follows:

Category	Recurring	Non-recurring one Time Grant (rupees In Lakh)
A	60	50
B	40	40

With more and more districts having completed the post-literacy programmes, the NGOs have to diversify the scope of their activities and are expected to take up area-specific continuing education programmes for life-long learning.



Jan Shikshan Sansthan

The Scheme of Jan Shikshan Sansthan or Institute of People's Education is a polyvalent or multifaceted adult education programme aimed at improving the vocational skill and quality of life of its beneficiaries. The objective of the scheme is educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged groups of urban/rural population particularly neo-literates, semi-literates, SCs, STs, women and girls, slum dwellers, migrant workers etc.

Jan Shikshan Sansthans are mostly set up under the registered non-governmental organisations and as such they enjoy functional autonomy. The financial assistance is provided on approved pattern. At present, there are 172 JSSs in the country.

Jan Shikshan Sansthans run a number of vocational programmes with varying duration of different skills. About 13.91 lakh persons have benefited through vocational programmes and other activities organised by the JSS during 2004-05.

The scope of activities of the JSS has since been enlarged and infrastructure strengthened to enable it to function as a district repository of vocational/technical skills. The JSSs are classified in three categories, depending on the nature of the city/town and their performance. The performance of the JSS is evaluated by reputed institutions and accordingly, the JSS can be upgraded or downgraded on the basis of the evaluation report. 90 JSS have so far been evaluated by the empanelled evaluating agencies. The findings of the evaluation reports indicate that:-

- ❑ The coverage of women was over 70 per cent;
- ❑ A wide range of courses suited to the needs of the target group with a flexible curriculum and duration have been designed;
- ❑ Courses taken up are need-based, job oriented and open good avenues for self and wage employment; and
- ❑ The level of awareness of the beneficiaries has

increased through value oriented inputs and life enrichment education.

Directorate of Adult Education

Directorate of Adult Education is the academic and technical wing of the National Literacy Mission (NLM). It is responsible for providing guidance and support to institutions and individuals connected with literacy promotion activities in the country. The main functions of the Directorate of Adult Education include provision of academic and technical resource support for implementation of various literacy programme under National Literacy Mission (NLM); monitoring and evaluation of the literacy campaigns; production of media material and harnessing of all kinds of electronic print; traditional and folk media for the furtherance of the objectives of NLM; development of teaching/learning material; organising training and orientation programmes for the key level functionaries associated with the literacy programmes; providing professional academic and technical guidance and also monitoring of Jan Shikshan Sansthans; bringing out various publications concerning literacy activities in the country and implementation of Population and Development Education through State Resource Centres.

Population and Development Education

Population Education Project in Adult Literacy came into operation through UNFPA in the year 1987 as an integral part of the adult literacy programmes. Population Education Cells were created in the State Resource Centres (SRCs) for implementing Population and Development Education. In addition to SRCs, three Documentation Centres i.e. National Documentation Centre at Indian Adult Education Association, New Delhi and two Regional Documentation Centres at the SRCs of Hyderabad and Jaipur were also established. Presently, PDE is implemented through 25 State Resource Centres and 3 Documentation Centres.

The main activities undertaken by Population and Development Education Unit during the year 2005-06 are: three day meeting to approve the Annual Action Plan – 2005-06 and review Annual Progress Report for



year 2004-05 was organized in collaboration with SRC Pune from May 4-6, 2005 at Goa, two-day workshop on “Enhancing Education Sectors response to HIV/AIDS in CHARCA Districts” was jointly organized by UNESCO, and DAE from July 19-20, 2005 at New Delhi, three day training programme was jointly organised by DAE and UNESCO, New Delhi on HIV/AIDS and Life Skills Education for Programme Coordinators of Population and Development Education in collaboration with State Resource Centre, Hyderabad from October 3-5, 2005, two-day Mid-term Review Meeting of PDE was organized at Hyderabad on October 6-7, 2005.

Continuing Education

The Scheme of Continuing Education was launched in 1995 as a fully funded centrally sponsored scheme. The scheme initially envisaged 100 per cent assistance to the States for the first three years for implementation. The State Governments were required to share 50 per cent of the expenditure during the fourth and fifth year of the project, and thereafter take over total responsibility for the programme. The programme was to be taken up after the conclusion of Total/Post Literacy Campaign in a district with the objective of providing Life Long Learning facilities at the learning centre. The basic unit of the scheme was Continuing Education Centre (CEC) with a Nodal CEC (NCEC) overseeing the working of a cluster of CECs.

The main functions undertaken by the CE Unit of DAE in the year 2005-06 are: three day Regional meetings to identify vocational trades suitable for Continuing Education/Low Literacy districts were organized from January 18-20, 2006 at Chennai, from February 1-3, 2006 at Bhopal and February 15-17, 2006 at Lucknow in collaboration with respective SRCs.

Evaluation

The National Literacy Mission has adopted several measures for the evaluation of the literacy programmes. The evaluation is of two kinds – one concurrent and another external. The concurrent evaluation for TLC/PLP districts is done through the NLM empanelled external evaluation agencies nominated by the state Directorates of Adult/Mass Education. External evaluation of all literacy programmes in the districts is

conducted through one of the three agencies suggested by the National Literacy Mission, out of which one agency selected by the districts. The objective of the programme was to undertake the concept, process and salient features of on going PLP and to make them understand modifications carried out in the Guidelines on Evaluation of PLP. Three-day orientation programmes for empanelled evaluation agencies on evaluation of CEP were organised in collaboration with SRC, Thiruvananthapuram from July 20-22, 2005 at Thiruvananthapuram and November 23-25, 2005 at Shillong in collaboration with respective SRCs. Orientation meeting to discuss the Process and Methodology of External Evaluation of 9 AFLP districts of Orissa was organized at DAE, New Delhi on November 16, 2005.

During the year under report, 15 Total Literacy Districts, 14 Post-Literacy Districts and one C.E. District were evaluated by the External Evaluation Agencies of NLM.

Jan Shikshan Sansthan

The Directorate of Adult Education provides technical and academic support to the Jan Shikshan Sansthan (JSSs), which conduct literacy linked vocational training programmes. Consolidated Annual Progress Report of Jan Shikshan Sansthan for the year 2004-05 was brought out and copies sent to all the concerned, established 8 Regional Training Centres to impart systematic and effective training for JSS functionaries, 14 Lead Jan Shikshan Sansthan have been established in April 2005 to disseminate information to the JSSs allotted to them, 8 Regional Training Centres were established in April 2005, to impart systematic and effective training for JSS functionaries, Eight-day meeting was organised from May 11-20, 2005 at DAE, New Delhi to review and approve the annual action plans of JSSs (2005-06) and review the Annual Progress Report (2004-05), Work plan was prepared in a workshop organised at Bangalore from June 10-11, 2005 for 8 Regional Training Centres of JSSs. A two-day Training Programme was organised for the Chairmen and Directors in-charge of 17 newly sanctioned JSSs at Aurangabad on July 7-8, 2005.

6 Regional Training Centres of JSSs conducted a three-



day workshop at Rourkela from July 13-15, 2005 to prepare Training Manual for use, five-day workshop on vocation linked literacy primers was organised at Indore in collaboration with SRC, Indore from September 12-16, 2005, one-day meeting of Supervision and Monitoring officers of JSSs was held on September 14, 2005 in DAE, New Delhi, two day Orientation Training Programme for the members of BOM of JSSs was organised through Regional Training Centres, Bharuch on September 26-27, 2005, three-day workshop to finalise training manuals for Regional Training Centre was organised at Bharuch on September 26-28, 2005, A three-day Training Programme on Team Building Appreciation and Leadership Challenges for Programme Officers of JSSs was organised through Regional Training Centre, Gonda from October 4-6, 2005 at Gonda, two-day Training Orientation Programme for the members of BOM of JSSs in Kerala and Tamil Nadu was organised through Regional Training Centre, Coimbatore on October 5-6, 2005 at Coimbatore, three-day training Programme on Accounts Keeping and Auditing through Regional Training Centre, Cuttack was organized from November 9-11, 2005 at Cuttack, three-day meeting to finalize draft curriculum for selected vocational trades was organized through Regional Training Centre, Cuttack on October 26-28, 2005 at Cuttack, a two-day training programme for the members of BOM of JSS was organized through Regional Training Centre, Bangalore on November 29-30, 2005 at Bangalore. Three-day Training Programme on Entrepreneurship Development and Micro - Credit including formation of Self Help Groups was organized for Directors and Programme Officers of Jan Shikshan Sansthan through Regional Training Centre, Narendrapur from December 15-17, 2005 at Narendrapur (West Bengal), three-day Training Programme on Planning and Management was organized through Regional Training Centre, Kanpur from December 17-19, 2005 at Kanpur, three-day Training Programme on Planning and Management was organized through Regional Training Centre, Aurangabad from December 19-21, 2005 at Aurangabad, three-day Training Programme on Planning and Management was organized through

Regional Training Centre, Bangalore from December 26-28, 2005 at Bangalore. 24 Programme Officers and Associate Programme Officers of Jan Shikshan Sansthan participated.

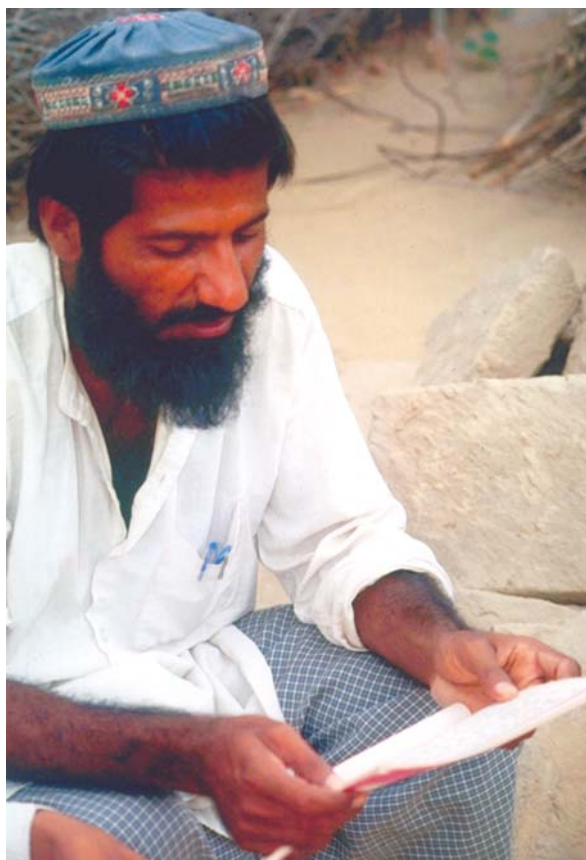
Meetings for finalizing of JSSs annual action plans for the year 2006-07 were organized on March 2-3, 2006 at Bharuch, March 8-9, 2006 at Kanpur, and March 10-11, 2006 at Lucknow. 15 JSSs have been evaluated by 10 empanelled Evaluating Agencies in 2005-06.

Development of Teaching/Learning Materials

Three-day Workshops were organised to review the Literacy materials of tribal dialect of Nagaland in collaboration with SRC, Shillong from June 27-29, 2005 at Shillong, Five-day Writers' Workshops to develop IPCL Primers were organised in Nagaland from May 16-20, 2005 at Dimapur, at Srinagar from July 13-15, 2005, at Dimapur, Nagaland from September 19-23, 2005, at Imphal from October 3-7, 2005, at Gonda from November 7-11, 2005, at Dimapur, Nagaland from November 21-25, 2005.

Media

Media plays an important role in the literacy activities both for dissemination of information and encouragement to the learners. At the National level, DAE produces video films and audio programmes which are used for instruction, motivation and training both through telecast and non-telecast and broadcast and non-broadcast modes. The well-conceived spots are mounted on prime times of Doordarshan and All India Radio. Video-audio programmes were sent to IGNOU for telecast and broadcast on Gyan Darshan and Gyan Vani, NLM Spots have been broadcast and telecast through AIR and Doordarshan (News Channel) in the North-eastern States and the States where Female illiteracy is acute i.e Bihar, Jharkhand, Madhya Pradesh, Rajasthan and Uttar Pradesh, IIM, Ahmedabad has initiated the "Same Language Sub-titling" are being telecast in the Rangoli Programme through Doordarshan (National network) every Sunday from 8.00 a.m. - 9.00 a.m., Two advertisements were released



on September 6th & 8th, 2005 in connection with International Literacy Day, 39th International Literacy Day celebration was held at Vigyan Bhawan, New Delhi on September 8th, 2005. Shri Arjun Singh, Hon' Minister for HRD was the Chief Guest. NLM-UNESCO award was given to Jan Shikshan Sansthan, Vijayawada (Andhra Pradesh) and State Resource Centre, Jaipur (Rajasthan) and Centre for Adult & Continuing Extension, University of Kerala, Thiruvananthapuram, for their commendable work in the field of Literacy. Satyen Maitra award was given to ZSSs of Bhagalpur, Bihar for Total Literacy Campaign, Pauri Garhwal, Uttranchal for Post-Literacy Programme and Pudukottai, Tamil Nadu for Continuing Education Programme for their work in the field of literacy. Commendation Certificates were also given to 28 persons from the States of Bihar, Jharkhand, Karnataka, Kerala, Orissa, Pondicherry and Rajasthan for their outstanding work in the field of literacy. The awardees included literacy Activists, Preraks, Asstt. Preraks and Voluntary Teachers.

9th Photo National Competition is being organized, an advertisement in this regard has also been released through different mediums. Two media workshops for 25 State Resource Centres were organized from February 13-15, 2006 at Hyderabad and March 2-4, 2006 at Lucknow in collaboration with respective State Resource Centres.

Monitoring

Monitoring has been recognised as an essential tool for identification of the strengths and weaknesses of the Adult Education Programme and designed to make the objectives operationally more realistic and to ensure its implementation. The broad strategy of implementation of the Adult Education Programme, as conceived in the National Literacy Mission emphasises the need for having an efficient management and monitoring system. Starting from just a few districts in 1991-92, the TLC has now spread to 597 districts of the country. Additionally in each of the district, which completes the basic literacy phase, diverse kind of Post Literacy and Continuing Education programmes are taken up.

The information compiled at the state level, which is received by the Directorate, is analyzed and compiled in the form of status report by DAE.

The main activities undertaken by the Monitoring Unit are: A two-day Regional Workshop for the Directors of Adult/Mass Education of Bihar, Gujarat, Punjab and Rajasthan was organized at Jodhpur on November 18-19, 2005. A review meeting-cum-accounts workshop was organized for all the 15 districts of Arunachal Pradesh on January 5-6, 2006 at Tezu, Lohit district, Arunachal Pradesh.

Publication

Publication Unit brings out various kinds of publications related to Literacy and adult education for different level of users. Publication Unit also comprises photo section, art section, a desktop publishing system (DTP) and binding output. Manuscript originating at different sources is made ready for printing through different pre-printing stages like editing, composing, designing, page making, colour scheme, dummy making with visual etc.



A book titled “Agents of Change” regarding the award winners was published on the occasion of 39th International Literacy Day on September 8, 2005. Special publication titled “Literacy for Empowerment – An Indian Experience” was published on the occasion of Education for All (EFA) conference in Beijing and Literacy Facts at a Glance was revised and reprinted (2,000 copies).

State Resource Centres

State Resource centres have been created all over India as academic and technical Resource Support Bodies to help the institutions working in the field of literacy and adult education. Primary responsibilities of these centers include preparation of appropriate/suitable curriculum, teaching learning materials and training programmes for different field functionaries. These SRCs are functioning under the aegis of NGOs and Universities. SRC provide technical and academic resource support to the literacy programmes in their respective states. The main activities undertaken by the SRC Unit in 2005-06 are:

A two-day meeting of the Directors of SRCs was organised to finalise the annual action plan of State Resource Centers for the year 2005-06 on May 9-10 at Directorate of Adult Education, New Delhi. A one-day consultation meeting of selected empanelled Evaluating Agencies and Directors of SRCs was organised on September 20, 2005 at Directorate of Adult Education, New Delhi. 14 SRCs have been evaluated by 14 NLM empanelled Evaluating Agencies.

Training

In view of the very large number of volunteer teachers, master trainers, functionaries and resource persons involved in the literacy effort, training is found to be one of the gray areas in the effective implementation of literacy programmes. With the sanction of CE programme, the number of new cadres and other functionaries, apart from re-training some of the existing cadres, are likely to face upsurge. Moreover, in the years to come the focus of the literacy programme is going to be on CE, which would necessitate identification and mobilisation of Preraks, Asstt. Preraks, Trainers and

Resource persons of much higher calibre so that in addition to literacy instruction, another important aspect concerning functionality, skill development and empowerment are adequately attended to. A wide range of alternative training strategies and methodology would have to be worked out for imparting training to a large number of literacy personnel on a decentralised basis.

The main programmes organised by Training Unit are: A four-day Training Programme for Key Resource Persons and Resource Persons on Post Literacy programme was organised in collaboration with the Government of Arunachal Pradesh from April 25-28, 2005 at Itanagar. A four-day training programme on implementation of Post-Literacy programme for RPs, KRPs, ZSS Secretaries, Supervisors, SLMA and NGOs in collaboration with SLMA, Manipur was organized from December 12-15, 2005 at Imphal, Training programme on sharing of experiences in developing innovative effective learning techniques and experiments done in the field of CE Programme by SRCs was organized from February 1-3, 2006 at Indore, 3rd Regional Training of ZSS Secretaries, Representatives of NGOs and Govt. officials for implementing the project for residual illiteracy (PRI) of Low literacy districts of Bihar was organized at Patna from March 8-10, 2006.

Present Status

Out of 600 districts in the country, 597 have since been covered under Adult Education Programmes – 128 under Total Literacy Campaigns, 164 under Post Literacy Programme and 305 under Continuing Education Programme. About 120.35 million persons have been made literate so far. About 60 per cent of the beneficiaries are women, while 22 per cent and 12 per cent belong to Scheduled castes and scheduled tribes respectively.

NLM Achievements

- The literacy rate in 2001 has been recorded at 64.84 per cent as against 52.21 per cent in 1991.



The 12.63 percentage points increase in the literacy rate during the period is the highest increase in any decade.

- ❑ 120.35 million persons made literate so far.
- ❑ Rate of growth is more in rural areas than in urban areas.
- ❑ The gap in male-female literacy rate has decreased from 24.84 per cent in 1991 census to 21.59 per cent in 2001.
- ❑ Female literacy increased by 14.38 per cent i.e. from 39.3 per cent to 53.67 per cent whereas male literacy increased by 11.13 per cent i.e. from 64.13 per cent to 75.26 per cent during the last decade.
- ❑ Gender equity and women's empowerment is also visible as about 60 per cent of participants and beneficiaries are women.
- ❑ During 1991-2001 the population in 7+ age group increased by 171.6 millions while 203.6 million additional persons became literate during that period.
- ❑ All the States and union territories without exception have shown increase in literacy rates during 1991-2001.
- ❑ In all states and union territories, the male literacy rate is now over 60 per cent. Kerala continues to have the highest literacy rate of 90.86 per cent and Bihar has the lowest literacy rate of 47.00 per cent
- ❑ Significant decline in absolute number of non-literates from 328.88 million in 1991 to 304 million in 2001.
- ❑ Out of the total 600 districts in the country, 597 districts have been covered by NLM under literacy programme.

