CHAPTER 8
SOCIAL ECOLOGY OF LITERACY IN AJMER DIVISION : 1991 & 2011

8.1 Regression Analysis between Literacy and Socio-economic Variables, 1991

8.2 Regression Analysis between Literacy and socio-economic variables: 2011

8.3 Elementary Education

8.4 Secondary Education

8.5 Adult Education
CHAPTER 8
SOCIAL ECOLOGY OF LITERACY IN AJMER
DIVISION : 1991 & 2011

The discussion under this chapter is broadly divided into two sections. Section-I deals with the social ecology of various kinds of literacy in the Ajmer division in the year 1991 and 2011, whereas section-II deals with the various programmes sponsored by the Governments.

SECTION-I

In order to find out the socio-ecology of different types of literacy at two different time periods 1991 and 2011, tehsil has been selected as a unit of analysis. The variables selected for analysis are: Density of population, percent urban population, sex ratio, percent scheduled caste population, percent scheduled tribe population, percent total workers, percent workers engaged in non-agricultural activities.

8.1 Regression Analysis between Literacy and Socio-economic Variables, 1991

8.1.1 Total Literacy

Out of the seven socio-economic variables, four are positively associated and the remaining three are negatively associated (Table 8.1). Important among the positively associated variables are: percent workers engaged in non agricultural activities (2.1108) and percent urban population (0.5260). The positive related variables are density of population (0.1205) and sex ratio (0.1076). The negative associated variables are: percent total workers (-0.7415), percent scheduled tribe population (-0.2941) and percent scheduled caste population (-0.2685) (Fig. 8.1).
Table 8.1
Relationship between Socio-economic variables and Total Literacy, 1991

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>Regression Co-efficient</th>
<th>Co-efficient of determination (R²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Density of Population</td>
<td>0.1205</td>
<td>62.40%</td>
</tr>
<tr>
<td>2</td>
<td>Percent urban Population</td>
<td>0.5260</td>
<td>74.29%</td>
</tr>
<tr>
<td>3</td>
<td>Sex Ratio</td>
<td>0.1076</td>
<td>19.89%</td>
</tr>
<tr>
<td>4</td>
<td>Percent Schedule Caste Population</td>
<td>-0.2685</td>
<td>0.43%</td>
</tr>
<tr>
<td>5</td>
<td>Percent Schedule Tribe Population</td>
<td>-0.2941</td>
<td>6.24%</td>
</tr>
<tr>
<td>6</td>
<td>Percent total workers</td>
<td>-0.7415</td>
<td>10.90%</td>
</tr>
<tr>
<td>7</td>
<td>Percent workers engaged in non-agricultural activities</td>
<td>2.1108</td>
<td>81.55%</td>
</tr>
</tbody>
</table>

Regression Analysis of Socio-economic Variables with Total Literacy: 1991

Fig. 8.1

8.1.2 Male Literacy

Out of the seven socio-economic variables, four are positively associated and the remaining three are negatively associated (Table 8.2). The positively associated variables are: percent workers engaged in non agricultural activities (2.1042), percent
urban population (0.5206), and density of population (0.1140) and sex ratio (0.1018).
The negative associated variables are: percent total workers (-0.9518), percent
scheduled tribe population (-0.3237) and percent scheduled caste population
(-0.1693) (Fig. 8.2).

Table 8.2
Relationship between Socio-economic variables and Male Literacy, 1991

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>Regression Co-efficient</th>
<th>Co-efficient of determination (R²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Density of Population</td>
<td>0.1140</td>
<td>47.67%</td>
</tr>
<tr>
<td>2</td>
<td>Percent urban Population</td>
<td>0.5206</td>
<td>62.20%</td>
</tr>
<tr>
<td>3</td>
<td>Sex Ratio</td>
<td>0.1018</td>
<td>15.22%</td>
</tr>
<tr>
<td>4</td>
<td>Percent Schedule Caste Population</td>
<td>-0.1693</td>
<td>0.15%</td>
</tr>
<tr>
<td>5</td>
<td>Percent Schedule Tribe Population</td>
<td>-0.3237</td>
<td>6.47%</td>
</tr>
<tr>
<td>6</td>
<td>Percent total workers</td>
<td>-0.9518</td>
<td>15.36%</td>
</tr>
<tr>
<td>7</td>
<td>Percent workers engaged in non- agricultural activities</td>
<td>2.1042</td>
<td>69.27%</td>
</tr>
</tbody>
</table>

Regression Analysis of Socio-economic Variables with Male Literacy: 1991

Fig. 8.2
8.1.3 Female Literacy

Table 8.3
Relationship between Socio-economic variables and Female Literacy, 1991

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>Regression Co-efficient</th>
<th>Co-efficient of determination (R²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Density of Population</td>
<td>0.1255</td>
<td>75.83%</td>
</tr>
<tr>
<td>2</td>
<td>Percent urban Population</td>
<td>0.5133</td>
<td>79.28%</td>
</tr>
<tr>
<td>3</td>
<td>Sex Ratio</td>
<td>0.0943</td>
<td>17.11%</td>
</tr>
<tr>
<td>4</td>
<td>Percent Schedule Caste Population</td>
<td>-0.3930</td>
<td>1.04%</td>
</tr>
<tr>
<td>5</td>
<td>Percent Schedule Tribe Population</td>
<td>-0.2852</td>
<td>6.59%</td>
</tr>
<tr>
<td>6</td>
<td>Percent total workers</td>
<td>-0.5083</td>
<td>5.74%</td>
</tr>
<tr>
<td>7</td>
<td>Percent workers engaged in non-agricultural activities</td>
<td>2.0276</td>
<td>84.34%</td>
</tr>
</tbody>
</table>

Regression Analysis of Socio-economic Variables with Female Literacy: 1991

Fig. 8.3
Out of the seven socio-economic variables, four are positively associated and the remaining three are negatively associated (Table 8.3). The positively associated variables are: percent workers engaged in non agricultural activities (2.0276), percent urban population (0.5133), and density of population (0.1255) and sex ratio (0.0943). The negative associated variables are: percent total workers (-0.5083), percent scheduled caste population (-0.3930) and percent scheduled tribe population (-0.2852) (Fig. 8.3).

### 8.1.4 Urban Literacy

Out of the seven socio-economic variables, four are positively associated and the remaining three are negatively associated (Table 8.4). The positively associated variables are: percent workers engaged in non agricultural activities (3.1596), percent urban population (0.8665), percent scheduled tribe population (0.2144) and density of population (0.1439). The negative associated variables are: percent total workers (-1.4883), percent scheduled caste population (-0.0350) and sex ratio (-0.2800) (Fig. 8.4).

#### Table 8.4

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>Regression Co-efficient</th>
<th>Co-efficient of determination (R²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Density of Population</td>
<td>0.1439</td>
<td>15.51%</td>
</tr>
<tr>
<td>2</td>
<td>Percent urban Population</td>
<td>0.8665</td>
<td>35.16%</td>
</tr>
<tr>
<td>3</td>
<td>Sex Ratio</td>
<td>-0.2800</td>
<td>18.69%</td>
</tr>
<tr>
<td>4</td>
<td>Percent Schedule Caste Population</td>
<td>-0.0350</td>
<td>0.001%</td>
</tr>
<tr>
<td>5</td>
<td>Percent Schedule Tribe Population</td>
<td>0.2144</td>
<td>0.58%</td>
</tr>
<tr>
<td>6</td>
<td>Percent total workers</td>
<td>-1.4883</td>
<td>7.66%</td>
</tr>
<tr>
<td>7</td>
<td>Percent workers engaged in non-agricultural activities</td>
<td>3.1596</td>
<td>31.87%</td>
</tr>
</tbody>
</table>
Regression Analysis of Socio-economic Variables with Urban Literacy: 1991

Fig. 8.4

8.1.5 Rural Literacy

Table 8.5
Relationship between Socio-economic variables and Rural Literacy, 1991

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>Regression Co-efficient</th>
<th>Co-efficient of determination (R²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Density of Population</td>
<td>0.0220</td>
<td>8.18%</td>
</tr>
<tr>
<td>2</td>
<td>Percent urban Population</td>
<td>0.1084</td>
<td>12.44%</td>
</tr>
<tr>
<td>3</td>
<td>Sex Ratio</td>
<td>-0.0370</td>
<td>7.37%</td>
</tr>
<tr>
<td>4</td>
<td>Percent Schedule Caste Population</td>
<td>0.2790</td>
<td>1.84%</td>
</tr>
<tr>
<td>5</td>
<td>Percent Schedule Tribe Population</td>
<td>-0.1277</td>
<td>4.64%</td>
</tr>
<tr>
<td>6</td>
<td>Percent total workers</td>
<td>0.3424</td>
<td>9.15%</td>
</tr>
<tr>
<td>7</td>
<td>Percent workers engaged in non-agricultural activities</td>
<td>0.4988</td>
<td>17.94%</td>
</tr>
</tbody>
</table>
Regression Analysis of Socio-economic Variables with Rural Literacy: 1991

Out of the seven socio-economic variables, five are positively associated and the remaining two are negatively associated (Table 8.5). The positively associated variables are percent workers engaged in non agricultural activities (0.4988), percent total workers (0.3424), percent scheduled caste population (0.2790), percent urban population (0.1084) and density of population (0.0220). The negative associated variables are percent scheduled tribe population (-0.1277) and sex ratio (-0.0370) (Fig. 8.5).

8.2 Regression Analysis between Literacy and socio-economic variables: 2011

8.2.1 Total Literacy

In 2011, Out of the seven socio-economic variables, three are positively associated and the remaining four are negatively associated (Table 8.6). The positively associated variables are: percent workers engaged in non agricultural activities (0.3049) and percent urban population (0.2800) and density of population
The negatively associated variables are: percent total workers (-1.1121), percent scheduled caste population (-0.3131), percent scheduled tribe population (-0.1777) and sex ratio (-0.0873). In 1991, sex ratio was positively associated (Fig. 8.6).

Table 8.6

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>Regression Co-efficient</th>
<th>Co-efficient of determination (R²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Density of Population</td>
<td>0.0408</td>
<td>68.27%</td>
</tr>
<tr>
<td>2</td>
<td>Percent urban Population</td>
<td>0.2800</td>
<td>67.80%</td>
</tr>
<tr>
<td>3</td>
<td>Sex Ratio</td>
<td>-0.0873</td>
<td>13.99%</td>
</tr>
<tr>
<td>4</td>
<td>Percent Schedule Caste Population</td>
<td>-0.3131</td>
<td>2.18%</td>
</tr>
<tr>
<td>5</td>
<td>Percent Schedule Tribe Population</td>
<td>-0.1777</td>
<td>5.22%</td>
</tr>
<tr>
<td>6</td>
<td>Percent total workers</td>
<td>-1.1121</td>
<td>68.09%</td>
</tr>
<tr>
<td>7</td>
<td>Percent workers engaged in non-agricultural activities</td>
<td>0.3049</td>
<td>65.35%</td>
</tr>
</tbody>
</table>

Regression Analysis of Socio-economic Variables with Total Literacy: 2011

Fig. 8.6
### 8.2.2 Male Literacy

#### Table 8.7

Relationship between Socio-economic Variables and Male Literacy, 2011

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>Regression Co-efficient</th>
<th>Co-efficient of determination (R²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Density of Population</td>
<td>0.0290</td>
<td>52.27%</td>
</tr>
<tr>
<td>2</td>
<td>Percent urban Population</td>
<td>0.1980</td>
<td>51.17%</td>
</tr>
<tr>
<td>3</td>
<td>Sex Ratio</td>
<td>-0.7284</td>
<td>14.65%</td>
</tr>
<tr>
<td>4</td>
<td>Percent Schedule Caste Population</td>
<td>-3.0211</td>
<td>3.06%</td>
</tr>
<tr>
<td>5</td>
<td>Percent Schedule Tribe Population</td>
<td>-0.1077</td>
<td>2.89%</td>
</tr>
<tr>
<td>6</td>
<td>Percent total workers</td>
<td>-0.8190</td>
<td>55.74%</td>
</tr>
<tr>
<td>7</td>
<td>Percent workers engaged in non-agricultural activities</td>
<td>0.2212</td>
<td>51.91%</td>
</tr>
</tbody>
</table>

#### Regression Analysis of Socio-economic Variables with Male Literacy: 2011

![Graph showing regression analysis](Fig. 8.7)
In 2011, out of the seven socio-economic variables, three are positively associated and the remaining four are negatively associated (Table 8.7). The positively associated variables are: percent workers engaged in non-agricultural activities (2.212), percent urban population (0.1980) and density of population (0.0290). The negatively associated variables are: percent scheduled caste population (-3.0211), total workers (-0.8190), sex ratio (-0.7284) and percent scheduled tribe population (-0.1077). In 1991, sex ratio was positively associated (Fig. 8.7).

8.2.3 Female Literacy

In 2011, out of the seven socio-economic variables, three are positively associated and the remaining four are negatively associated (Table 8.8). The positively associated variables are: percent workers engaged in non-agricultural activities (0.3871), percent urban population (0.3579) and density of population (0.0526). The negatively associated variables are: percent total workers (-1.3874), percent scheduled caste population (-0.3594), percent scheduled tribe population (-0.2519) and sex ratio (-0.0850). In 1991, sex ratio was positively associated (Fig. 8.8).

Table 8.8

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>Regression Co-efficient</th>
<th>Co-efficient of determination (R^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Density of Population</td>
<td>0.0526</td>
<td>75.64%</td>
</tr>
<tr>
<td>2</td>
<td>Percent urban Population</td>
<td>0.3579</td>
<td>73.83%</td>
</tr>
<tr>
<td>3</td>
<td>Sex Ratio</td>
<td>-0.0850</td>
<td>8.82%</td>
</tr>
<tr>
<td>4</td>
<td>Percent Schedule Caste Population</td>
<td>-0.3594</td>
<td>1.92%</td>
</tr>
<tr>
<td>5</td>
<td>Percent Schedule Tribe Population</td>
<td>-0.2519</td>
<td>6.99%</td>
</tr>
<tr>
<td>6</td>
<td>Percent total workers</td>
<td>-1.3874</td>
<td>70.66%</td>
</tr>
<tr>
<td>7</td>
<td>Percent workers engaged in non-agricultural activities</td>
<td>0.3871</td>
<td>70.23%</td>
</tr>
</tbody>
</table>
Regression Analysis of Socio-economic Variables with Female Literacy: 2011

8.2.4 Urban Literacy

Table 8.9

Relationship between Socio-economic Variables and Urban Literacy, 2011

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>Regression Co-efficient</th>
<th>Co-efficient of determination (R²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Density of Population</td>
<td>0.0903</td>
<td>11.78%</td>
</tr>
<tr>
<td>2</td>
<td>Percent urban Population</td>
<td>1.0375</td>
<td>32.83%</td>
</tr>
<tr>
<td>3</td>
<td>Sex Ratio</td>
<td>-0.3497</td>
<td>7.90%</td>
</tr>
<tr>
<td>4</td>
<td>Percent Schedule Caste Population</td>
<td>-1.1617</td>
<td>1.06%</td>
</tr>
<tr>
<td>5</td>
<td>Percent Schedule Tribe Population</td>
<td>0.6658</td>
<td>2.58%</td>
</tr>
<tr>
<td>6</td>
<td>Percent total workers</td>
<td>-2.9030</td>
<td>16.37%</td>
</tr>
<tr>
<td>7</td>
<td>Percent workers engaged in non-agricultural activities</td>
<td>0.8657</td>
<td>18.59%</td>
</tr>
</tbody>
</table>
In 2011, out of the seven socio-economic variables, four are positively associated and the remaining three are negatively associated (Table 8.9). The positively associated variables are: percent urban population (1.0375), percent workers engaged in non agricultural activities (0.8657), percent scheduled tribe population (0.6658) and density of population (0.1439). The negatively associated variables are: percent total workers (-2.9030), percent scheduled caste population (-1.1617) and sex ratio (-0.3497) (Fig. 8.9).

8.2.5 Rural Literacy

In 2011, out of the seven socio-economic variables, three are positively associated and the remaining four are negatively associated (Table 8.10). The positively associated variables are: percent workers engaged in non agricultural activities (0.1216), percent urban population (0.1061) and density of population (0.0166). The negatively associated variables are: percent total workers (-0.6291), percent scheduled tribe population (-0.1295), percent scheduled caste population (-0.1118) and sex ratio (-0.0453). In 1991, percent scheduled caste population and percent total workers were positively associated (Fig. 8.10).
Table 8.10

Relationship between Socio-economic Variables and Rural Literacy, 2011

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>Regression Co-efficient</th>
<th>Co-efficient of determination ( \text{(R}_2 \text{)} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Density of Population</td>
<td>0.0166</td>
<td>27.76%</td>
</tr>
<tr>
<td>2</td>
<td>Percent urban Population</td>
<td>0.1061</td>
<td>23.80%</td>
</tr>
<tr>
<td>3</td>
<td>Sex Ratio</td>
<td>-0.0453</td>
<td>9.17%</td>
</tr>
<tr>
<td>4</td>
<td>Percent Schedule Caste Population</td>
<td>-0.1118</td>
<td>0.68%</td>
</tr>
<tr>
<td>5</td>
<td>Percent Schedule Tribe Population</td>
<td>-0.1295</td>
<td>6.78%</td>
</tr>
<tr>
<td>6</td>
<td>Percent total workers</td>
<td>-0.6291</td>
<td>53.31%</td>
</tr>
<tr>
<td>7</td>
<td>Percent workers engaged in non-agricultural activities</td>
<td>0.1216</td>
<td>25.42%</td>
</tr>
</tbody>
</table>

Regression Analysis of Socio-economic Variables with Rural Literacy: 2011

Fig. 8.10
SECTION-II

On the basis of improvement in education and literacy, the various programmes by government whose aim is to improve the literacy levels can be classified into three categories:

1. Elementary Education
2. Secondary Education
3. Adult Education

8.3 Elementary Education

8.3.1 Right to Education

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Source: G.H.S.S. Rani Gaon (Nagaur)
Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words ‘free and compulsory’. ‘Free education’ means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. ‘Compulsory education’ casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

The RTE Act provides for the:

- Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.

- It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any
kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

☐ It makes provisions for a non-admitted child to be admitted to an age appropriate class.

☐ It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.

☐ It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.

☐ It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

☐ It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.

☐ It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,

☐ It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child’s knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

8.3.2 Sarva Siksha Abhiyan

SSA has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention, bridging of gender and social
category gaps in elementary education and improving the quality of learning. SSA interventions include inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, regular teacher in service training and academic resource support, free textbooks & uniforms and support for improving learning achievement levels / outcome. With the passage of the RTE Act, changes have been incorporated into the SSA approach, strategies and norms. The changes encompass the vision and approach to elementary education, guided by the following principles:

- Holistic view of education, as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.

- Equity, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity.

- Access, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and others sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs.

- Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986/92; i.e. a decisive intervention to bring about a basic change in the status of women.

- Centrality of teacher, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds.
Moral compulsion is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive processes.

Convergent and integrated system of educational management is pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

Source: G.H.P.S Akhawato ka Badiya, Masuda(Ajmer)

8.3.3 Mid Day Meal Scheme

With a view to enhancing enrolment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August 1995.
In 2001 MDMS became a cooked Mid Day Meal Scheme under which every child in every Government and Government aided primary school was to be served a prepared Mid Day Meal with a minimum content of 300 calories of energy and 8-12 gram protein per day for a minimum of 200 days. The Scheme was further extended in 2002 to cover not only children studying in Government, Government aided and local body schools, but also children studying in Education Guarantee Scheme (EGS) and Alternative & Innovative Education (AIE) centres.
In September 2004 the Scheme was revised to provide for Central Assistance for Cooking cost @ Re 1 per child per school day to cover cost of pulses, vegetables cooking oil, condiments, fuel and wages and remuneration payable to personnel or amount payable to agency responsible for cooking. Transport subsidy was also raised from the earlier maximum of Rs 50 per quintal to Rs. 100 per quintal for special category states and Rs 75 per quintal for other states. Central assistance was provided for the first time for management, monitoring and evaluation of the scheme @ 2% of the cost of food grains, transport subsidy and cooking assistance. A provision for serving mid day meal during summer vacation in drought affected areas was also made.

In July 2006 the Scheme was further revised to enhance the cooking cost to Rs 1.80 per child/school day for States in the North Eastern Region and Rs 1.50 per child / school day for other States and UTs. The nutritional norm was revised to 450 Calories and 12 gram of protein. In order to facilitate construction of kitchen-cum-store and procurement of kitchen devices in schools provision for Central assistance @ Rs. 60,000 per unit and @ Rs. 5,000 per school in phased manner were made.

In October 2007, the Scheme was extended to cover children of upper primary classes (i.e. class VI to VIII) studying in 3,479 Educationally Backwards Blocks (EBBs) and the name of the Scheme was changed from ‘National Programme of Nutritional Support to Primary Education’ to ‘National Programme of Mid Day Meal in Schools’. The nutritional norm for upper primary stage was fixed at 700 Calories and 20 grams of protein. The Scheme was extended to all areas across the country from 1.4.2008.

The Scheme was further revised in April 2008 to extend the scheme to recognized as well as unrecognized Madarsas / Maqtabs supported under SSA.

8.3.4 Mahila Samakhya Programme

“Education will be used as an agent of basic change in the status of woman. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and
orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering…” NPE, 1986

The National Policy on Education, 1986 recognised that the empowerment of women is possibly the most critical pre-condition for the participation of girls and women in the educational process. The Mahila Samakhya programme was launched in 1988 to pursue the objectives of the National Policy on Education, 1986. It recognised that education can be an effective tool for women’s empowerment, the parameters of which are:

- enhancing self-esteem and self-confidence of women;
- building a positive image of women by recognizing their contribution to the society, polity and the economy;
- developing ability to think critically;
- fostering decision making and action through collective processes;
- enabling women to make informed choices in areas like education, employment and health (especially reproductive health);
- ensuring equal participation in developmental processes;
- providing information, knowledge and skill for economic independence;
- enhancing access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas.

8.3.5 Scheme to Provide Quality Education in Madrasas (SPQEM)

SPQEM seeks to bring about qualitative improvement in Madrasas to enable Muslim children attain standards of the national education system in formal education subjects. The salient features of SPQEM scheme are:

- To strengthen capacities in Madrasas for teaching of the formal curriculum subjects like Science, Mathematics, Language, Social Studies etc. through enhanced payment of teacher honorarium.
Training of such teachers every two years in new pedagogical practices.

Providing Science labs, Computer labs with annual maintenance costs in the secondary and higher secondary stage madrasas.

Provision of Science/Mathematics kits in primary/upper primary level madrasas.

Strengthening of libraries/book banks and providing teaching learning materials at all levels of madrasas.

The unique feature of this modified scheme is that it encourages linkage of Madrasas with National Institute for Open Schooling (NIOS), as accredited centres for providing formal education, which will enable children studying in such Madrasas to get certification for class 5, 8, 10 and 12. This will enable them to transit to higher studies and also ensure that quality standards akin to the national education system. Registration & examination fees to the NIOS will be covered under this scheme was also the teaching learning materials to be used.

The NIOS linkage will be extended under this scheme for Vocational Education at the secondary and higher secondary stage of Madrasas.

For the monitoring and popularization of the scheme it will fund State Madrasa Boards. GoI will itself run periodic evaluations, the first within two years.

8.3.6 Scheme for Infrastructure Development in Minority Institutes (IDMI)

IDMI has been operationalized to augment Infrastructure in Private Aided/Unaided Minority Schools/Institutions in order to enhance quality of education to minority children. The salient features of IDMI scheme are:

The scheme would facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions in order to expand facilities for formal education to children of minority communities.

The scheme will cover the entire country but, preference will be given to minority institutions (private aided/unaided schools) located in districts, blocks and towns having a minority population above 20%,
The scheme will inter alia encourage educational facilities for girls, children with special needs and those who are most deprived educationally amongst minorities.

The scheme will fund infrastructure development of private aided/unaided minority institutions to the extent of 75% and subject to a maximum of Rs. 50 lakhs per institution for strengthening of educational infrastructure and physical facilities in the existing school including additional classrooms, science / computer lab rooms, library rooms, toilets, drinking water facilities and hostel buildings for children especially for girls.

8.4 Secondary Education

8.4.1 Rashtriya Madhyamik Shiksha Abhiyan

RMSA is a major scheme launched in March, 2009 with the vision of making secondary education of good quality available, accessible and affordable to all young persons in the age group 15-16 years.

The objective of the scheme is to enhance access and improve quality of education at secondary stage, while ensuring equity. The scheme envisages enhancing the enrolment for classes IX-X by providing a secondary school within a reasonable distance of every habitation, improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removal of gender, socio-economic and disability barriers, universal access to secondary level education by 2017, and universal retention by 2020.

The Centrally Sponsored Schemes viz ICT at schools, Girls’ Hostel, Inclusive Education for Disabled at Secondary Stage and Vocational Education were subsumed from 2013-14 under the RMSA. The subsuming of these schemes under the RMSA, would lead to significant financial savings and administrative rationalization of the provisions under the schemes which, on the one hand would add to the fund availability under RMSA and on the other hand, since interventions under these schemes extend to aided schools as also cover the segment of higher secondary, their subsuming under RMSA will in effect provide for convergence based implementation of RMSA with the inclusion of aided schools and higher secondary segment. These are now integrated component of RMSA.
Though the benefits to aided schools as of now will be limited to the current interventions under the other schemes and to the exclusion of the core components of the existing RMSA provisions, at the State level the convergence would lead to integrated and inclusive (aided schools and higher secondary classes) planning and implementation.

8.4.1 Model School

The Model School scheme aims to provide quality education to talented rural children through setting up of 6,000 model schools at the rate of one school per block as benchmark of excellence. The scheme has the following objectives:

- To have at least one good quality senior secondary school in every block.
- To have a pace setting role
- To try out innovative curriculum and pedagogy
- To be a model in infrastructure, curriculum, evaluation and school governance

The scheme envisages setting up of (I) 3,500 schools in as many educationally backward blocks (EBBs) through State/UT Governments, and (ii) remaining 2,500 schools under Public-Private Partnership (PPP) mode in blocks which are not educationally backward.

The State Sector component for setting up of model schools in EBBs through State/UT Governments is being implemented from 2009-10. The implementation of the PPP component for setting up of model schools was initiated from 2012-13, however, the Ministry subsequently decided to undertake a review of this component of Model School Scheme before proceeding further. Any future course of action, therefore, would depend on the outcome of the review.

8.4.2 Incentive to Girls for Secondary Education

To promote enrolment of girl child in the age group of 14-18 at secondary stage, especially those who passed Class VIII and to encourage the secondary education of such girls, the Centrally Sponsored Scheme, National Scheme of Incentives to Girls for Secondary Education was launched in May, 2008.
The Scheme covers:

- All SC/ST girls who pass class VIII and
- Girls, who pass class VIII examination from Kastrurba Gandhi Balika Vidyalayas (irrespective of whether they belong to Scheduled Castes or Tribes) and enrol for class IX in State/UT Government, Government-aided or local body schools in the academic year 2008-09 onwards.
- Girls should be below 16 years of age (as on 31st March) on joining class IX
- Married girls, girls studying in private un-aided schools and enrolled in schools run by Central Government are excluded.
- A sum of Rs.3,000/- is deposited in the name of eligible girls as fixed deposit. The girls are entitled to withdraw the sum along with interest thereon on reaching 18 years of age and on passing 10th class examination.

8.4.3 National Means Cum-Merit Scholarship Scheme

The Centrally Sponsored Scheme “National Means-cum-Merit Scholarship Scheme (NMMSS)” was launched in May, 2008. The objective of the scheme is to award scholarships to meritorious students of economically weaker sections to arrest their drop out at class VIII and encourage them to continue the study at secondary stage. Scholarship of Rs.6000/- per annum (Rs.500/- per month) per student is awarded to selected students every year for study in classes from IX to XII in Government, Government aided and local body schools. There is quota of scholarships for different states/UTs. Students whose parental income from all sources is not more than Rs. 1,50,000/- are eligible to avail the scholarships. There is reservation as per State Government norms. The selection of students for the scholarships was being made though an examination conducted by the State Governments/UT administration along with the National Talent Search Examination (NTSE) first Stage-I examination. For academic year 2013-14 onward, separate examination for selection of students for NMMS Scholarships is being conducted by the State Governments. Scholarships are disbursed by the State Bank of India directly into the accounts of students on quarterly basis.
8.4.4 Financial Assistance for Appointment of language Teachers

Under its Three Language Formula, to encourage usage of Hindi, Urdu and one Modern Indian language, other than English among school-going children, the Government of India introduced the scheme of Financial Assistance for Appointment of Language Teachers in various government schools of the country. This scheme aims at fulfilling the requirement of language teachers in the government schools and also encourages propagation of the national language as well as Urdu and other Modern Indian languages, like Kannada, Malayalam, Tamil and Telugu in the country.

This Scheme has three parts. It provides for:-

- Hindi Teachers in the non-Hindi speaking States
- Urdu Teachers in the schools of those districts that have a significant minority population
- Providing of Modern Indian Language teachers to teach a third language in those schools of the Hindi speaking States/UTs that demand them

Part 1: Scheme of Financial Assistance for Appointment and Training of Hindi Teachers in Non-Hindi Speaking States/UTs:

The Central Government introduced, in its 2nd Five Year Plan, the schemes of

- Appointment of Hindi Teachers; and
- Opening/ Strengthening of Hindi Teachers’ Training College, in non-Hindi speaking States/UTs with a view to assist these States/UTs in implementing, effectively, the Three Language Formula.

- Under these schemes, financial assistance has been provided to various State Governments/UT Administrations, on approved funding pattern, for appointments to new posts of Hindi teachers in Upper Primary, Middle, High School and Higher Secondary Schools and opening/ strengthening of Hindi Teacher's Training Colleges for the training of the untrained Hindi teachers available in the States/UTs. Since, the objectives of both these schemes are the same; these have been clubbed together as single scheme entitled 'Scheme of
Financial Assistance for appointment and training of Hindi teachers in non-Hindi speaking States/UTs.

Part 2: Scheme of Financial Assistance for Appointment of Urdu Teachers and Grant of Honorarium for Teaching Urdu in States/UTs:

 Keeping in view the demand for promotion of Urdu, the Government of India appointed a Committee for Promotion of Urdu in the year 1972, which submitted its report to the Government in the year 1975. In pursuance of the recommendations of this Committee, the Government of India decided to launch a Centrally-sponsored Scheme of appointment of Urdu Teachers and grant of honorarium for teaching Urdu in States/UTs with immediate effect. Under the Scheme the State/UT Governments will be provided 100% financial assistance for salaries of Urdu teachers and Honorarium to the existing Urdu teachers for teaching Urdu in Schools.

The scheme has been revised during 2008-09 as follows:-

- For appointment of Urdu Teachers to any locality where more than 25% of the population is from Urdu speaking community in pursuance to the Prime Minister’s new 15 Point Programme for the Welfare of the Minorities.

- 100% assistance is now admissible for salary of Urdu teachers appointed under the scheme based on the salary structure of language teacher in the State Government. The honorarium is admissible to part-time teachers for teaching Urdu at the rate of Rs.1, 000/- per month.

- Central assistance to States is now admissible for Urdu teachers for additional Plan period of 5 years.

- Training of Urdu teachers will be conducted by 3 Central Universities i.e. Jamia Millia Islamia (JMI) Aligarh Muslim University (AMI) & Maulana Azad National Urdu University (MANUU) with funding from the UGC.

Part 3: Scheme of Financial Assistance for Appointment of Modern Indian Language Teachers (Other Than Hindi) In Hindi-Speaking States/UTs:
In pursuance of the National Policy on Education, 1968 which was reiterated in subsequent policies in 1986 and 1992 with regard to the teaching of languages in schools in the country, the Government of India has been implementing the Three Language Formula at the post Primary and Secondary stages of school education. As per the formula, the Third Language in Hindi Speaking States and Union Territories should be a Modern Indian Language, preferably a South Indian Language (SIL: Kannada, Malayalam, Tamil and Telugu). In order to ensure effective implementation of this aspect of the formula in letter and spirit, the Government of India has decided to initiate a Centrally sponsored scheme from 1993-94 during the 8th Plan period, under which 100% financial assistance would be provided for the appointment of MIL teachers (other than Hindi), preferably MIL teachers, to the Hindi speaking States and Union Territories, on the analogy of the Centrally sponsored scheme of Appointment of Hindi Teachers in the non-Hindi speaking region.

8.4.5 Adolescence Education Programme

The Ministry of Human Resource Development (MHRD) recognizes the potential of young people and invests in initiatives and partnerships to create and strengthen opportunities for young people to realize better life options.

The Adolescence Education Programme (AEP) is an important initiative that aims to empower young people with accurate, age appropriate and culturally relevant information, promote healthy attitudes and develop skills to enable them to respond to real life situations in positive and responsible ways. National Council of Educational Research and Training (NCERT) co-ordinates the program and works through both curricular and co-curricular formats to contribute toward holistic development of young people in pursuance of the National Curriculum Framework, 2005. National Popular Education Programme (NPEP) is being implemented in 30 States and Union Territories. It aims to develop awareness and positive attitude toward population and development issues leading to responsible behaviour among students and teachers and, indirectly, among parents and the community at large. Imparting authentic knowledge to learners about Adolescent Reproductive and Sexual Health (ARSH) concerns, inculcating positive attitude and developing appropriate life skills for responsible behaviour are also the objectives of NPEP.
NCERT is also the coordinating agency of Adolescence Education Programme (AEP) supported by UNFPA and the same is being implemented by 6 national agencies: National Council of Educational Research and Training (NCERT), Council of Boards of School Education (COBSE), National Institute of Open Schooling (NIOS), Central Board of Secondary Education (CBSE), Kendriya Vidyalaya Sangathan (KVS), and Navodaya Vidyalaya Samiti (NVS).

8.5 Adult Education

2001 Census recorded male literacy at 75.26%, while female literacy remained at an unacceptable level of 53.67%. Census of 2001 also revealed that gender and regional disparities in literacy continued to persist. Therefore, to bolster Adult Education and Skill Development, Government of India introduced two schemes, namely Saakshar Bharat and Scheme for Support to Voluntary Agencies for Adult Education and Skill Development, during the 11th Plan. Saakshar Bharat, the new variant of earlier NLM, set following goals: to raise literacy rate to 80%, to reduce gender gap to 10% and minimize regional and social disparities, with focus on Women, SCs, STs, Minorities, other disadvantaged groups. All those districts which had female literacy rate below 50% as per census 2001 including Left Wing Extremism affected districts irrespective of literacy level are being covered under the programme.

**Literacy scenario of India:** Census 2011 revealed that Literacy in India has made remarkable strides. Literacy rate of India stands at 72.99%. Overall Literacy rate has grown by 8.15 percent points in the last decade (64.84% in 2001 & 72.99% in 2011). The male literacy rate has grown by 5.63 percent points (75.26% in 2001 & 80.89% in 2011) whereas female literacy rate 10.97 percent points (53.67% in 2001 & 64.64% in 2011). Number of illiterates (7+ age group) decreased from 304.10 million in 2001 to 282.59 million in 2011.

**States reported with literacy rate greater than 90%:** Kerala (94%), Lakshadweep (91.85%) and Mizoram (91.33). **States with literacy rate between national average (72.99%) and below 90%:** Tripura (87.22%), Goa (88.70%), Daman & Diu (76.24%), Puducherry (85.85%), Chandigarh (86.05%), Delhi (86.21%), A&N Islands (86.63%), Himachal Pradesh (82.8%), Maharashtra (82.34%), Sikkim (81.42%), Tamil Nadu (80.09%), Nagaland (79.55%), Manipur
(79.21%), Uttarakhand (78.82%), Gujarat (78.03%), Dadra & Nagar Haveli (76.24%), West Bengal (76.26%), Punjab (75.84%), Haryana (75.55%), Karnataka (75.36%) and Meghalaya (74.43%).

Literacy rate in rural areas stand at 67.67% with rural male literacy rate 77.15% and rural female literacy rate 57.93%. Whereas literacy rate in urban areas stand at 84.11% with urban male literacy rate at 88.76% and urban female literacy at 79.11%. Literacy rate of SCs stands at 66.07% (Male SCs 75.17% & Female SCs 56.46%). Whereas Literacy rate of STs Stand at 58.96% (Male STs 68.53% & Female STs 49.35%). Gender disparity in literacy rates declined by 5.34 percent points from 21.59 percent points in 2001 to 16.25 percent points in 2001-2011. There has been a continuous decrease in gender gap in literacy since 1991 (24.84 percent point).

8.5.1 National Literacy Mission Authority

Adult Education is a Concurrent Subject with both Central and State Governments being required to contribute to its promotion and strengthening. At the national level, National Literacy Mission Authority (NLMA), an autonomous wing of MHRD is the nodal agency for overall planning and management and funding of Adult Education Programmes and institutions. It's inter-ministerial General Council and Executive Committee are the two policy and executive bodies.

Presently, the provision of adult education is through the Saakshar Bharat Programme (SBP) which is a centrally sponsored scheme. The National Literacy Mission Authority (NLMA) is the Nodal Agency at the National level. The Joint Secretary (Adult Education) is the ex-officio Director General of NLMA. It was set up in 1988 with the approval of the Cabinet as an independent and autonomous wing of the Ministry of HRD (the then Department of Education). The Cabinet vested NLMA with full executive and financial powers in the sphere of work.

National Literacy Mission Authority is mandated with

- Policy and planning;
- Developmental and promotional activities;
- Operational functions including assistance to voluntary agencies and other NGOs,
- Technology demonstration
Leadership training
Resource development including media and materials
Research and development
Monitoring and evaluation etc.

The Council of NLMA

Is the apex body of NLMA, headed by Minister of Human Resource Development and consists of, among others, Ministers of Panchayati Raj, Rural Development, Minority Affairs, Information and Broadcasting, Health and Family Welfare, Youth Affairs and Sports, Social Justice and Empowerment, Women and Child Development, senior level political leaders of the main political parties, three Members of Parliament, Education Ministers of six States etc.

Executive Committee

The Executive Committee is responsible to carry out all the functions of the Authority in accordance with the policy and guidelines laid down by the Council. It strives for proper implementation of policies and incorporation of latest developments in the field of adult education. It is headed by Secretary (SE&L) and comprises of Adviser (Education), Planning Commission, Additional Secretary & Financial Adviser in Ministry of HRD, Chairman of National Institute of Open Schooling, some State Directors of Adult Education, and officials of the State Governments, representatives of SRCs and JSSs as well as non-official members.

8.5.2 Directorate of Adult Education

Directorate of Adult Education originated from National Fundamental Education Centre (NFEC), which was set up by Govt. of India in the year 1956. This Centre was renamed as Department of Adult Education and made part of the National Institute of Education under the N.C.E.R.T. in 1961. Following the Government thrust on adult education resulting in substantial increase in adult education activities/programmes in the country, this department separated from N.C.E.R.T. and was given an independent identity in the year 1971. For sometime, it was also known as Directorate of Non-Formal (Adult) Education and ultimately the Directorate of Adult Education. Over the years, the Directorate has considerably expanded both in size and coverage of activities in the field of adult
education/literacy. At present this Directorate enjoys the status of a subordinate office under the Department of School Education & Literacy, Ministry of Human Resource Development, and Govt. of India.

The main functions of Directorate of Adult Education are as follows:

- Provide academic and technical resource support to National Literacy Mission.
- Prepare guidelines for development of teaching-learning materials.
- Organize training and orientation programmes.
- Monitor the progress and status of literacy campaigns and to provide regular feedback to National Literacy Mission.
- Produce media materials and harnessing of all kinds of media i.e. electronic, print, traditional and folk media for furtherance of the objectives of National Literacy Mission.
- Provide the regular feed back to the NLM about the findings of concurrent and external evaluations of literacy campaigns conducted through social science research institutions.
- Coordination, collaboration and networking with all the Zila Saksharta Samitis, State Literacy Mission Authorities, State Resource Centres, Jan Shikshan Sansthas and other institutions / agencies for continuous improvement of content and process of adult education programmes on behalf of NLM.

8.5.3 Saakshar Bharat

The Mission goes beyond ‘3’ R’s (i.e. Reading, Writing & Arithmetic); for it also seeks to create awareness of social disparities and a person’s deprivation on the means for its amelioration and general well being. The Central and State Governments, Panchayati Raj Institutions, NGOs and Civil Society need to work in unison to realize dream to create a “literate India”. Saakshar Bharat has been formulated in 2009 with the objective of achieving 80% literacy level by 2012 at national level, by focusing on adult women literacy seeking – to reduce the gap between male and female literacy to not more than 10 percentage points. The mission has four broader objectives, namely imparting functional literacy and numeracy to non-literate; acquiring equivalency to formal educational system; imparting relevant skill development programme; and promote a leaning society by providing opportunities for continuing education. The principal target of the mission is to
impart functional literacy to 70 million non-literate adults in the age group of 15 years and beyond. The mission will cover 14 million SCs, 8 million STs, 12 million minorities & 36 million others. The overall coverage of women will be 60 million. 410 districts belonging to 26 States/UTs of the country have been identified to be covered under Saakshar Bharat.

Eligibility criteria for coverage under Saakshar Bharat. - A district, including a new district carved out of an erstwhile district that had adult female literacy rate of 50 per cent or below, as per 2001 census, is eligible for coverage under the Saakshar Bharat programme. In addition, all left wing extremism-affected districts, irrespective of their literacy rate, are also eligible for coverage under the programme. There were 365 districts in the country that had adult female literacy rate of 50 per cent or below. Home Ministry has declared 35 districts as left wing extremism affected districts. However, 30 left wing extremism affected districts also had adult female literacy of 50 per cent or below. Therefore, 370 is the net number of districts that qualify for coverage under the programme. Since 2001, several eligible districts have been bifurcated or trifurcated. This has raised the total number of eligible districts to 410 out of which 35 are left wing extremism affected districts. Programme provides for coverage of only rural areas in the eligible districts.

8.5.4 Scheme of Support to Voluntary Agencies for Adult Education and Skill Development

Introduction

The Programme of Action (POA) to operationalise National Policy on Education, 1986, inter-alia, envisaged development of a genuine partnership between the Government and non-Government Organizations (NGOs) and stipulated that government would take positive steps to promote their wider involvement in eradication of illiteracy by providing due support to them. To promote Adult Education, particularly in 15-35 age groups, through voluntary sector, the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India, has been providing support to Voluntary Agencies (VA) through two separate schemes, namely (i) Assistance to Voluntary Agencies in the field of Adult Education and (ii) Jan Shikshan Sansthans. The former is conceptualised as an overarching programme to encourage innovation and
creativity in literacy and continuing education. It includes establishment of State Resource Centres for technical and academic support to adult education. Jan Shikshan Sansthans, on the other hand, provide vocational education skill development training to those having no or rudimentary level of education.

The Government have now decided to merge both the schemes and rename the modified scheme as “Scheme of Support to Voluntary Agencies for Adult Education and Skill Development” and continue to support the Voluntary Agencies on project to project basis. Thus the new scheme subsumes the erstwhile NGO based schemes of the National Literacy Mission. Besides revised parameters, enhanced financial assistance has been provided under some of the components of the revised scheme. The scheme will be administered through a new set of guidelines and terms & conditions, as specified by the Government from time to time.

**Scheme Objective**

The main objective of the scheme is to secure extensive, as well as, intensive involvement of voluntary sector in the endeavours of the Government to promote functional literacy, skill development and continuing education, particularly in 15-35 age groups, under the overall umbrella of National Literacy Mission (NLM). The Scheme will, thus, strive to achieve, through voluntary effort, the overall objectives of NLM, which include:

- Achieving self-reliance in literacy and numeracy
- Becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organization and participation in the process of development
- Acquiring skills to improve the economic status and general well being
- Imbibing the values of national integration, conservation of the environment women’s equality, observance of small family norms, etc.

**Components of the Scheme:**

- State Resource Centres
- Jan Shikshan Sansthans
- Assistance to Voluntary Agencies