

Literacy and Education

24. Literacy has been a priority on the national agenda as a tool of information and knowledge and as an instrument of social change. The Total Literacy Campaign (TLC) has become the principal strategy of the National Literacy Mission (NLM) for eradication of illiteracy throughout the country. Total literacy is targeted to be achieved by 2005 A.D. 442 districts have been covered under TLC and 215 districts Under Postal Campaign. Since the launching of the campaign in 1988, about 90.55 million persons are reported to have been enrolled under TLC, out of which 66.56 million persons have been made literate. The Gross Enrollment Ratio (GER) in the primary stage (Classes I-V) increased from 42.6 per cent in 1950-51 to 90.5 per cent in 1996-97 and in the upper primary stage (Classes VI-VIII) from 12.7 per cent to 62.3 per cent over the period (Table 10.10). These changes have contributed to increasing the overall literacy rate from 18.3 per cent in 1951 to 52.2 per cent in 1991.

25. Concerted efforts have been made to achieve the goal of Universalisation of Elementary Education. As a result, India has become the second largest country in the world with 151.5 million children in the age group of 6-14 years enrolled in 1996-97, covering about 81 per cent of the children in this age group. The number of primary schools have

increased from 2.10 lakh in 1950-51 to 5.98 lakh in 1996-97. During the same period, the number of upper schools have increased from 0.14 lakh to 1.71 lakh. While Universalisation of Elementary Education is the ultimate goal, it has been emphasised that gender concerns must be built into all educational processes. Emphasis has been laid on enrollment and retention of the girl child schooling and recruitment of rural women as teachers. Special provisions have been incorporated in various schemes e.g. the revamped Blackboard Scheme provides that at least 50% of the teachers recruited should be women under Non-Formal Education programme. 90% assistance is given for centers exclusively for girls. Free education is provided to girls by various State Governments/UTs while education is free for girls up to class XII in Kendriya and Navodaya Vidyalayas. Vocational programmes with emphasis on entrepreneurship are being designed for girl dropouts. Mahila Samakhya Programme (Education for Women's Equality) is a women's empowerment project which aims at creating an environment for women to seek knowledge and information with a view to bring about a change in their perception about themselves and that of societies. The percentage of girls enrolled is 43 per cent at primary stage and 39 per cent at upper primary stage. The Central Plan allocation on elementary education has been raised from about

TABLE 10.10
Gross Enrollment Ratio in Classes I-V and VI-VIII
for Major States* — 1996-97 (per cent)

State	Primary (I-V)			Upper Primary (VI-VIII)		
	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	85.5	78.7	82.2	51.2	39.6	45.6
Assam	113.5	104.2	108.9	82.9	60.1	71.8
Bihar	85.0	54.6	70.7	44.2	24.8	35.5
Gujarat	112.4	118.4	114.9	74.5	58.9	67.2
Haryana	80.5	79.2	79.9	64.7	55.9	60.7
Karnataka	111.7	100.4	106.1	67.0	54.9	61.1
Kerala	91.7	89.7	90.7	96.1	91.7	93.9
Madhya Pradesh	109.1	84.0	97.0	75.8	45.7	61.7
Maharashtra	114.5	108.0	111.4	86.9	75.7	81.6
Orissa	103.0	75.1	89.3	69.6	39.9	54.9
Punjab	80.2	81.5	80.8	64.8	60.8	62.9
Rajasthan	114.5	71.0	94.0	76.0	33.3	56.2
Tamil Nadu	107.7	104.6	106.2	96.6	85.6	91.2
Uttar Pradesh	85.2	59.9	73.4	62.4	32.6	49.0
West Bengal	106.0	101.1	103.6	90.6	83.4	87.1
All India	98.6	81.8	90.5	70.8	52.8	62.3

* Major States include States with population of 10 million and above as per 1991 Census.
Source: Ministry of Human Resource Development.

Rs.1567 crore in 1996-97 (RE) to Rs.2265 crore in 1997-98 (RE).

26. The District Primary Education Programme (DPEP) is another thrust area in primary education. The DPEP is distinct from conventional project, as it takes a holistic view of elementary education, emphasises decentralised management, community mobilisation and undertakes district and population specific planning. This is in operation in 149 districts of 14 States. The Central Plan outlay for DPEP has been raised substantially from Rs.40 crore in 1994-95 (RE) to Rs.561 crore in 1997-98 (RE).

27. In order to empower rural population especially the poorest of the poor through the inputs of technical education, a direct Central Assistance Scheme of Community Polytechnics is being implemented. A new pattern of funding has been introduced in the centers of excellence like IITs, IIMs and IISc, Bangalore so as to achieve self-reliance and maximum autonomy. The network of community

polytechnics is currently functioning with a strength of 400 polytechnics along with a large number of village extension centres. About 5.5 lakh rural youths have been trained through the community polytechnics.

28. The share of Central and State Governments and local bodies in financing educational institutions continued to be quite high. It accounted for 93.4 per cent of the total income of all educational institutions in 1991-92 whereas the share from fees, endowments and other sources of educational Institutions declined sharply over the years (Table 10.11).

29. Although the bulk of the expenditure is borne by State Governments, Central Government plays an important role for overall policy directions in education and funding of centrally sponsored plan schemes. The expenditure on education for the Centre and States/UTs combined as percentage of GDP has increased from 0.7 per cent in 1951-52 to 3 per cent in 1996-97 (R.E).

TABLE 10.11
Source of Income of all Educational Institutions

(Per cent)

Year	Govt. funds (Centre and States)	Local bodies funds	Univer- sity funds	Total funds	Fee	Endowments and other Sources	Total
1950-51	57.06	10.93	-	67.99	20.39	11.62	100.00
1960-61	67.97	6.53	-	74.50	17.14	8.35	100.00
1970-71	75.65	4.34	1.36	81.35	12.81	5.85	100.00
1980-81	81.70	4.71	1.37	87.78	8.20	4.03	100.00
1983-84	81.51	5.61	1.61	88.73	7.50	3.78	100.00
1984-85	79.98	5.40	2.08	87.46	6.47	6.07	100.00
1985-86	80.29	5.23	2.15	87.67	6.27	6.06	100.00
1986-87	81.36	5.12	3.35	89.83	6.17	4.00	100.00
1987-88	85.92	6.49	0.01	92.42	4.25	3.33	100.00
1988-89*	83.08	6.72	0.04	89.84	6.08	4.08	100.00
1989-90**	83.51	9.89	0.01	93.41	3.55	3.04	100.00
1990-91**	87.87	6.22	0.01	94.10	3.53	2.37	100.00
1991-92**	86.35	7.08	0.01	93.44	3.82	2.74	100.00

* Excludes affiliated institutions of Higher Education.

** School Education only.

Source: Ministry of Human Resource Development.