



Government of Tamilnadu

Department of Employment and Training

Course : TNPSC Group I Mains Material
Subject : Social Issues in India and Tamil Nadu
Topic : Illiteracy

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Commissioner,

Department of Employment and Training.

ILLITERACY

Introduction:

Census obtains information on literacy for every individual, as this is recognised as one of the most important social characteristics. In census, a person aged seven years and above who can both read and write in any language, is treated as 'literate'.

A person, who can only read but cannot write, is not considered as 'literate'. It is not necessary that a person should receive any formal education or pass any minimum education standard. Literacy can also be achieved in adult literacy classes or through any non-formal education system.

Before the arrival of British

- i. Literacy rate - 3.2%
- ii. Lower Caste people were denied education.
- iii. Gurukuls provided education to higher caste people
- iv. Women and low caste people were denied education.

During British era:

English education was provided by Charter act - 1813 - allotted ₹1 Lakh. Macaulay Committee (1834) - Made English official language. Woods dispatch (1854) Given outlay for all level of education. Hunter Committee (1882) Sergeant Plan (1944) Due to these efforts literacy rate was increased to 12.2% in 1932.

Census:

As per the provisional figures of Census 2011, in India 77,84,54,120 persons have been counted as literates. Among all literates, 33,42,50,358 are females, whereas 44,42,03,762 are males. The literacy rate of India in 2011 is 74.04 per cent. Literacy rate among females is 65.46 per cent whereas the literacy rate among males is 82.14 per cent.

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 Kerala has the highest literacy ratio (92%) followed by Goa (82%), Himachal Pradesh (76%), Maharashtra (75%) and Tamil Nadu (74%). Bihar has the lowest literacy ratio (53%) in 2011.

Year	Rural			Urban			Combined		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
1951	4.87	19.02	12.1	22.33	45.6	34.59	8.86	27.15	18.32
1961	10.1	34.3	22.5	40.5	66	54.4	15.35	40.4	28.31
1971	15.5	48.6	27.9	48.8	69.8	60.2	21.97	45.96	34.45
1981	21.7	49.6	36	56.3	76.7	67.2	29.76	56.38	43.57
1991	30.17	56.96	36	64.05	81.09	67.2	39.29	64.13	52.21
2001	46.7	71.4	59.4	73.2	86.7	80.3	53.67	75.26	64.83
2011	58.75	78.57	67.8	79.92	89.67	84.1	65.46	82.14	74.04
% Increase in 2011 over 2001	26%	10%	14%	9%	3%	5%	22%	9%	14%

Impacts of Illiteracy in Society:

Unemployment:

The unemployment rate is 2–4 times higher among those with little schooling than among those with Bachelor's degrees;

1. Lower income.
2. Lower-quality jobs.
3. Reduced access to lifelong learning and professional development.
4. Precarious financial position.
5. Little value is given to education and reading within the family.
6. This often leads to intergenerational transmission of illiteracy.
7. Low self-esteem, which can lead to isolation;

Impact on health:

Illiterate individuals have more workplace accidents, take longer to recover and more often misuse medication through ignorance of health care resources and because they have trouble reading and understanding the relevant information (warnings, dosage, contraindications, etc.).



Since literacy is an essential tool for individuals and states to be competitive in the new global knowledge economy, many positions remain vacant for lack of personnel adequately trained to hold them;

The higher the proportion of adults with low literacy proficiency is, the slower the overall long-term GDP growth rate is;

The difficulty understanding societal issues lowers the level of community involvement and civic participation.

Education is the Pre-right step to Women's empowerment

Some of the following significant ways in which education has contributed to Women's empowerment.

1. Social awareness
2. Self-confidence and personality development.
3. Gender equity
4. Status in the family.
5. Educational equality.
6. Women as entrepreneurs
7. Household savings and access to credit.
8. Health and hygiene.

Measures to increase literacy rate

1. New education policy (1986):

The National policy on Education (NPE) was adopted by parliament in May 1986.

Focus:

1. Reconstruction of educational system
2. Improving quality of education
3. Greater attention to SC& ST
4. Moral values in education
5. Strengthening integration
6. Developing sense of common citizenship

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Important Measures:

Programmes funded by Government to provide education to all Common education structure (10th, +2 ,+3) Equal opportunity for women SC, ST in education. Reducing disparity in education Universalisation of elementary education Identifying programmes of adult education Initiating open university system

Developing rural university pattern

1. Providing infrastructure for physical, education, sports & games. Its main aim was to provide a common education system all over India.
2. A committee was set up under the Chairmanship of Acharya Ramamurthi in May 1990 to review NPE and to make recommendations for its modifications. That committee submitted its report on Dec 1990.
3. It also sought to launch a national mission for ensuring free and compulsory education for all children below the age of 14 years.
4. Pursuant to this policy, programmes like Operation Blackboard (1987), Mid Day Meal, Sarva Shiksha Abhiyan etc were launched.
5. The 1986 National Policy on Education was modified in 1992. In 2005, Prime Minister Manmohan Singh adopted a new policy based on the “Common Minimum Programme

National Adult Education Programme (NAEP)

1. The NAE programme was launched on October 2, 1978 with the aim of providing education and promoting literacy among all illiterate persons, particularly in the age group of 15-35 years.
2. Imparting literacy skills to the target illiterate population.
3. Creation of awareness among them regarding laws and policies of the government for the efficient implementation of the strategy of redistributive justice.
4. Education of women, Scheduled Castes and Scheduled Tribes and other weaker sections of society, who comprise the bulk of illiterate population in India.

Rural Functional Literacy programme (RFLP)

1. The RFLP was launched in May 1986 by involving the NSS and other student volunteers in college and universities on the principle of “Each One Teach One”.

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2. The RFL programme is a sub-programme of the Adult Education programme. Which is fully funded by the Central Government and implemented by the States and Union Territories.

The broad objectives of this programme are:

1. To develop abilities in the learners to read and write.
2. To create awareness among the learners about their rights and duties and the benefits they can draw from various schemes of socio-economic development being implemented by the government.

National Literacy Mission (1988)

1. The government formulated a comprehensive programme and constituted National Literacy Mission (NLM) with a view to achieving literacy goals through setting into motion Total Literacy Campaigns (TLC) all over the country in a phased manner.
2. The NLM was launched in May 1988 to achieve the goal of imparting 'functional literacy' to 80 million illiterate persons in the 15-35 age group by 1995. The Mission aimed at achieving 80 per cent literacy in 1995 in comparison to 36 percent in 1981.
3. The NLM aimed at involving the youth and voluntary agencies in the programme.
4. The NLM adopted Total Literacy Campaign (TLC) and Post Literacy Campaign (PLC) as the main strategies. The Zila Saksharta Samiti is the body that plans, implements and monitors literacy programmes at grass root level.

Total Literacy Campaign (TLC)

1. It also included voluntary organizations, social groups and village based monitors.
2. Time bound literacy classes were started by volunteers initially for 6 months in which adult learners could complete their first primer.
3. Post Literacy Centres were opened where the adult were further taught.
4. At the district level, literacy societies were created to bring together people from all groups.

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5. Literacy volunteers were trained for literacy campaigns.
 6. Surveys were conducted to identify the learners.

Post Literacy Campaign (PLC)

The goal of PLC is to mobilize the neo-literates sensitivity and power to bring about an actual change in their living and working conditions and thus bring about social transformation.

Jan Shikshan Sansthan (JSS)

JSSs are non-formal vocational educational institutions for adults. By linking literacy with training, JSSs seek to improve the quality of life of the beneficiaries. In the beginning, these institutions were organising vocational training and skill upgradation programmes mostly for industrial workers in the urban areas.

Right to Education Act

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'.

RTE Act provides for the:

1. Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
2. 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 six to fourteen age group.
3. '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.
4. It makes provisions for a non-admitted child to be admitted to an age appropriate class.
5. 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.

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6. It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
 7. 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.
 8. It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
 9. 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,
 10. 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.

Sarva Shiksha Abhiyan Scheme

Sarva Shiksha Abhiyan (SSA) is a programme for Universal Elementary Education. This programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community -owned quality education in a mission mode. It is a response to the demand for quality basic education all over the country.

Main feature of SSA:

1. Programme with a clear time frame for universal elementary education.
 - a. A response to the demand for quality basic education all over the country.
 - b. An opportunity for promoting social justice through basic.
 - c. A expression of political will for universal elementary education across the country.

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- d. A partnership between the central, state and the local government.
 - e. An opportunity for states to develop their own vision of elementary education.
 - f. An effort at effective involving the Panchyati Raj Institutions, school management Committees, village and urban slum level Education Committees, parent's Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.

Aims of SSA:

1. To provide useful and elementary education for all children in the 6-14 age group by 2010.
2. To bridge social, regional and gender gaps with the active participation of community in the management of schools.
3. To allow children to learn about and master their natural environment in order to develop their potential both spiritually and materially.
4. To inculcate value-based learning this allows children an opportunity to work for each other's wellbeing rather than to permit mere selfish pursuits.
5. To realize the importance of Early Childhood Care and education and looks at the 0-14 age as a continuum.

Objectives of SSA:

1. All children in school. Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003.
2. All children complete five years of primary schooling by 2007.
3. All children complete of elementary schooling by 2010.
4. Focus on elementary education of satisfactory quality with emphasis on education for life.
5. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010. Universal retention by 2010.

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Measures to Eradicate Illiteracy

1. Right to education is one of the important fundamental rights guaranteed by our constitution.
2. University education commission of 1948 -1949 stressed the use of mother tongue as the medium of instruction so as to raise the level of literacy.
3. The Educational policy of 1968 introduced uniform pattern of (10+2+3) education all over the country.
4. National Education policy of 1986 (NEP) emphasizes on compulsory primary education. Non formal education was introduced to reduce the drop outs rate.
5. National Education policy of 1992 introduced the programme like “Black Board Operation” to provide basic facilities in schools.
6. In 1991 professor Dave’s Education Commission introduced M.L.L. (Minimum level of learning) to improve primary education.

National Literacy Mission gave importance to Adult education. Sarva Shiksha Abhiyan (SSA - 2002) is an effort towards universalization of elementary Education (UEE) community participation.

Measures undertaken by Tamil Nadu Government to eradicate illiteracy

Based on the above policies, the Tamil Nadu Government has framed the following measures to eradicate illiteracy.

1. Admitting all the children in the schools at the school going age.
2. As per SSA all children should complete elementary education by 2010
3. Reducing all gender and social gap of primary stage by 2007
4. Establishing a school in an area where the population is 300 and above.
5. Ensure equal access to education
6. Eradicate illiteracy among women.
7. Develop non-discriminatory education and training.
8. Promote lifelong education and training for everyone.

The government of Tamil Nadu has introduced a novel plan called Education for all to provide education for all children. As per 2001 census, literacy percentage in Tamil Nadu is 73.5 % Male 82.4 % and female 64.4 %

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Other measures

1. Free education
2. Free book, Laptops, Bicycle
3. Free bus pass and uniforms
4. Scholarship are given to the students for promoting literacy in Tamil Nadu.

Note: U.N.O. declared 1990 as the international literacy year and year September 8th is celebrated as world literacy day.

Questions:

1. What are the steps taken by the government to increase the literacy rate in India?
2. Write a note on aims & objectives of SSA.

