

Courses at the first degree level has been reviewed by an expert Committee which suggested modifications keeping in view the present manpower needs. In addition, the UGC is also preparing curricula for vocational courses to be introduced at the first degree level for enhancing vertical mobility of the vocational stream students.

Kendriya Vidyalaya Sangathan

1027. SHRI GIRDHARI LAL
BHARGAVA:
MAJ. GEN.(RETD.)
BHUWAN CHANDRA
KHANDURI:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the criteria adopted for setting up of new regional Offices of Kendria Vidyalaya Sangathan; and

(b) the places where these are likely to be opened in 1992-93?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEVELOPMENT OF CULTURE) (KUMARI SELJA): (a) and (b). New Regional Offices of Kendriya Vidyalaya Sangathan are set-up as and when considered necessary keeping in view the increase in number of Kendriya Vidyalayas and the geographical/contiguity, administrative expediency transport and communication facilities and financial implications. The Board of Governors of the Kendriya Vidyalaya Sangathan in its 55th meeting held on 12.1.1992 has approved creation of 3 additional Regional Offices provided the expenditure is met from within the approved

budget estimates. No further decision has been taken.

Literacy in Districts

1028. SHRI SATYAGOPAL
MISDRA
SHRI CHHEDDI PASWAN:
SHRI RUPCHAND
MURMU:
SHRI UPENDRA NATH
VERMA:
SHRIMATI SUMITRA
MAHAJAN:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the districts which have achieved total literacy till June, 1992 statewide;

(b) the specific steps taken by those districts to achieve such success;

(c) the measures proposed to be taken, if any to continue education in those districts;

(d) the number of districts selected for the achievement of total literacy; and

(e) the number of districts which have not achieved total literacy so far, Statewise?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEVELOPMENT CULTURE) (KUMARI SELJA): (a) to (e). As of May 1992, 95 Total Literacy Campaigns (TLCs) had been approved covering 156 districts in the different States/UTs. In some of the districts, the TLC has only a partial coverage. The TLC projects have been approved in successive meetings of the Executive Committee of the National Literacy Mission

Authority (NLMA), and each of the TLCs has its own time-frame, number of targeted learners and target age-group. Subsequent to the approval of each TLC, the number of targeted learners is revised on the basis of a literacy survey of the TLC area, and the proposed time-frame may also require some adjustments as necessitated by topical and local circumstances. The TLCs are generally implemented by the ZSS (Zilla Saksharata Samitis/District Literacy Societies) registered under different names and usually headed by the District Collectors.

The TLCs are conducted to cover a 3-part Literacy Primer through teaching for about 200 hours spread over 6 months.

Owing to several self-evident factors governing the organisation of a mass social programme like literacy campaign, the number of learners successfully completing the entire 3-part primer falls short of the targeted coverage. Accordingly, making pragmatic allowances in this regard, some of the districts which have concluded the TLCs have been formally declared as having achieved total literacy, though such formal declaration is not made for every TLC district.

The districts which have thus been deemed to have achieved total literacy are indicated below:-

<i>Andhra Pradesh.</i>	Chittoor. Nellore.
<i>Gujarat</i>	Bhavnagar. Gandhinagar.
<i>Kerala</i>	All the 14 districts.
<i>Karnataka</i>	Dakshina Kannada.
<i>Maharashtra</i>	Sindhudurg. Wardha.
<i>West Bengal</i>	Birbhum. Burdwan. Hooghly. Midnapore.
<i>Pondicherry UT.</i>	All the 4 districts.

The TLCs in the remaining 127 districts in the States of Andhra Pradesh, Assam, Bihar, Goa, Gujarat, Haryana, Himachal Pradesh, Karnataka, Madhya Pradesh, Maharashtra, Orissa Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, and West Bengal, and the UT of Delhi, are in various

stages of implementation.

Specific steps taken to achieve total literacy

The campaigns approach to eradication of illiteracy has evolved since 1988 with a

time and area targetting and a methodical Plan preparation, which includes (1) registering a zilla Saksharta Samiti under the Chairmanship of the District Collector; (2) involving all organised and unorganised sections of the community to volunteer for literacy work (3) conducting a door-to-door literacy survey of the area; (4) environment building for literacy through Jatha and cultural activities and by availing of media and other kinds of publicity; (5) preparation of teaching-learning materials (6) imparting of training at different levels for literacy activists (7) conduction teaching for a period of 200 hours spread over 5-6 months; (8) monitoring and evaluation.

Central to the campaigns approach is the large scale mobilisation of people from all walks of life through a multifaceted communications strategy launched with the help of folk and traditional media, street theaatre and electronic media. Person to person contact, lectures, group discussions which are an essential part of the campain The communication strategy comprises repetitive conveyance of common messages built around literacy, girls' education, primary education, as also messaages related to small family, national integration, women's equality etc. The Communications campaign exposes the vital linky between literacy and basic problems of life, thereby showing that literacy is the tool to better the conditions of life. It also brings learners together in dialogue, so that they understand their predicament, develop a feeling of solidarity and hove towards the solution of their problems in an organised maner.

Post Literacy Campaign (PLC)

At the conclusion of the TLCs, the campaigns are continued to the second phase, namely, the Post Literacy (PLC) & Continuing Education. The PLC is intended to consolidate the gains of the TLC, and as

a mopping up operation in respect of those not covered by the TLC. The PLCs have accordingly been taken up in the following districts:-

Andhra Pradesh

1. Chittoor
2. Nellore
3. West Godavari

Gujarat

1. Bhavnagar
2. Gandhinagar

Kerala State

Karanataka

1. Dakshin Kannada
2. Bijapur
3. Mandya

Tamil Nadu

1. PMT Sivaganga
2. Pudukkottai

West Bengal

1. Burdwan
2. Midnapur
3. Hooghly

Pondicherry UT

On the conclusion of TLCs in other districts, the PLC proposals would be considered as and when received.

Action Plan on New Education Policy

1029. SHRI SOBHANADREES-