ACCELERATING ADULT LITERACY

3.44
LAKH CHILDREN
BETWEEN 6 & 14

3.96
LAKH HOUSEHOLDS

15.44
LAKH
INDIVIDUALS
BETWEEN 6-60

3957
TEACHERS AS
SURVEYORS

3
URBAN WARDS

8
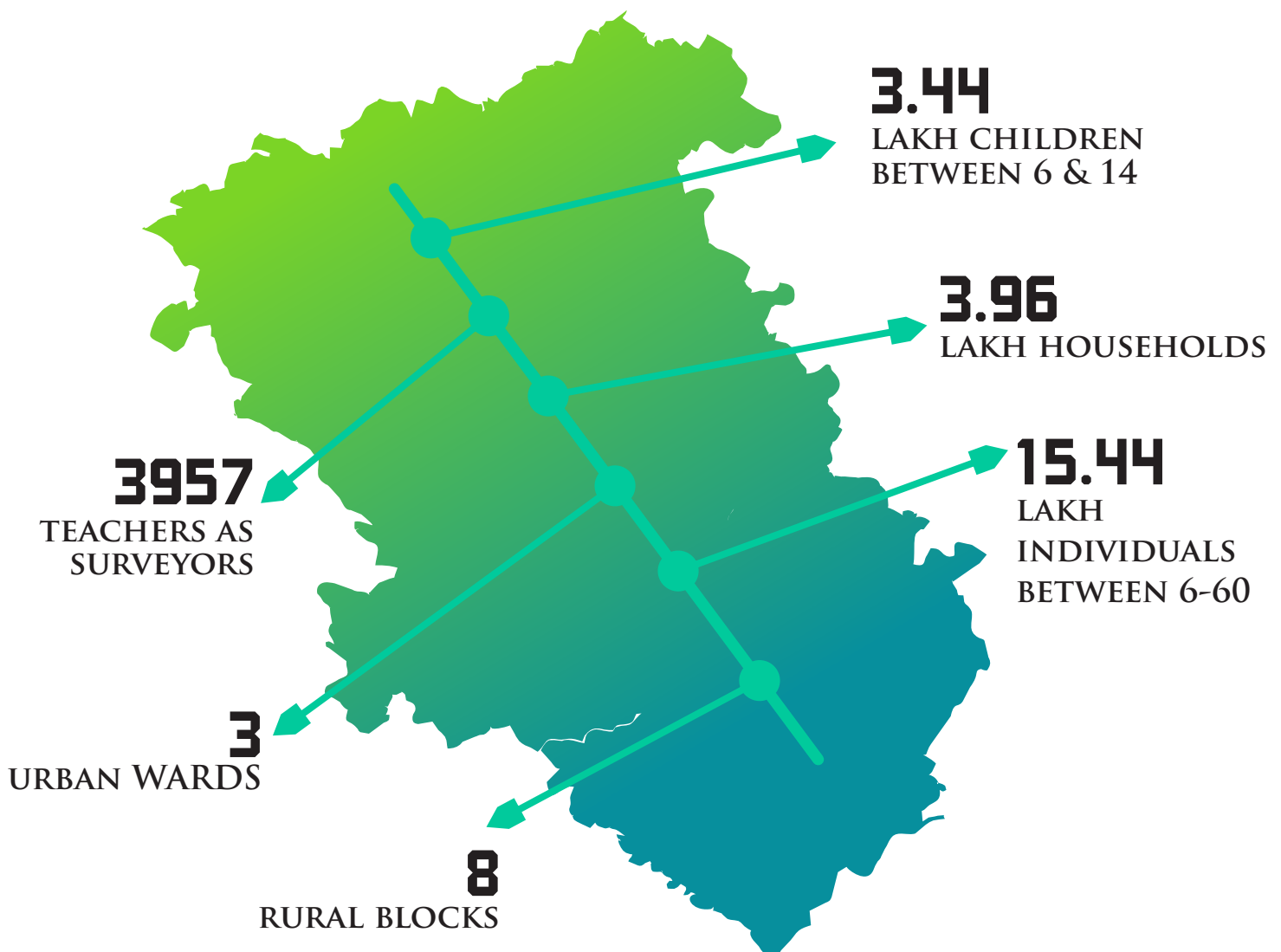RURAL BLOCKS

GLOBAL DREAM SURVEY REPORT

Global Dream 2015 Survey Report: Adults

Abstract

This report presents the Global Dream 2015 survey's findings on adult's literacy and enrolment rates.[i] The Global Dream 2015 survey covered a population of 12.2 lakh adults (14-60) in 8 rural wards and 3 urban blocks of Lucknow district, collecting information on basic demographics (age, gender, caste), enrolment status (not enrolled/ madrassa/ private/ government school) and administering a literacy test. Part 1 discusses the overall results of the survey. We find that Lucknow's adult literacy rates are significantly lower (65%) than those reported in the 2011 Census (77%); this is likely because people often over-estimate their own literacy. Men are more literate than women (71% vs 59%), and 'general' caste people more literate than SC/STs (82% vs 57%). Urban areas are more literate than rural areas (72% vs 62%), and have smaller gender and caste gaps. Gender and caste gaps also tend to be narrowing among younger generations. However, the cumulative impact of generational, gender, geographical and caste based disadvantage can be very severe: for instance, a 51-60 year-old woman in Mall of a minority religion has just a 6% chance of being literate. Part 2 goes on to discuss potential policy implications. Part 3 outlines the literacy figures for each rural block, and part 4 does likewise for urban wards.

Key words: adult literacy, Hindi, caste, gender, age, rural/urban, socioeconomic disadvantage

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Executive summary

Key Findings

***Global Dream Survey 2015 vs Census 2011:** There is a significant difference between the findings of self-reported literacy surveys, and surveys which test literacy.*

The adult (15-60 year-olds) literacy rate in Lucknow is 65%. This is significantly lower than the 77% figure from the 2011 Census.[ii] The probable primary cause of this discrepancy is generous self-estimation of literacy in the Census.

Opportunities: To gain more accurate estimations of literacy rates, utilise testing rather than self-reporting.

***Urban vs Rural:** Urban areas are more literate overall, and have smaller gender and caste gaps, compared to rural areas.*
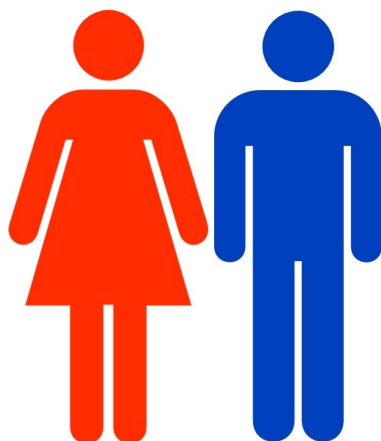
Adult literacy rates are higher in urban compared to rural areas (72% vs 62%). Urban areas tend to have smaller gaps in literacy rates between men and women (gap of 4%) and between different castes (gap of 16% between 'general' and 'SC/ST'). Rural areas have larger gaps on average (gap of 15% by gender and 27% by castes).

Highlight: Urbanisation may contribute towards reducing gender and caste inequality.

Opportunity: There is a major opportunity for targeted adult literacy programs in rural areas to boost the literacy rates of women and low-caste people.

***Gender, rural/urban and caste gaps closing**: Younger people have higher literacy rates than older generations, and also have smaller gender and caste gaps.*
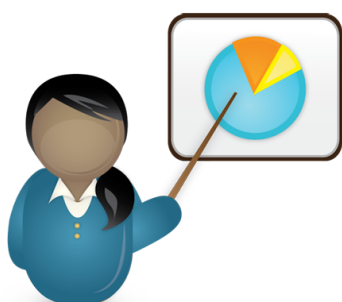
Older generations (51-60 year-olds) tend to have lower literacy rates overall, and also larger geographical and caste-based differences in literacy, compared to younger generations (15-35 year-olds). 53% of 51-60 year-old men can read, compared to 33% of 51-60 year-old women: a gap of 20%. This gender gap has shrunk to 7% among 15-35 year-olds. 60% of urban 51-60 year-olds can read, but only 37% of their rural counterparts: a gap of 23%. This geographical literacy gap has shrunk to 6% among 15-35 year-olds. 71% of 'general' 51-60 year-olds can read, compared to only 29% of SC/ST 51-60 year-olds can read: a massive 42% gap. This caste gap is 20% among 15-35 year-olds.

Highlight: Literacy rates are improving, and inequalities are shrinking, as indicated by the better statistics for the younger generation.

Opportunity: There is an important opportunity to improve literacy rates for targeted adult literacy programs among the older generations, especially women and low-caste people.

The cumulative impact of inequalities in the distribution of literacy by age, geography, gender and caste are very significant. A 15-35 year-old 'General' caste male in BKT has a 92% chance of being literate. In contrast, a Minority woman from Mall in her 50s has just a 6% chance of being literate. The factors of disadvantage compound each other, which mean that some sub-groups of the population – elderly, low-caste women – have extremely low literacy rates.

Opportunity: There is a massive opportunity for targeted literacy programs to redress these drastic inequalities.
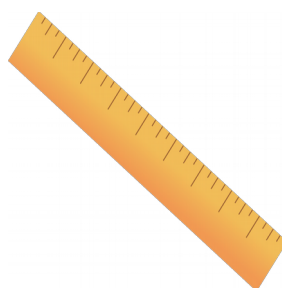
Blocks with higher adult literacy rates tend to have higher child literacy rates as well. This may be because literate adults can teach their children how to read, and are also more likely to engage constructively in the education system on their child's behalf. Blocks with smaller caste gaps among adults also tend to have a smaller child caste gap.

Opportunity: Adult literacy programs benefit not only adults, but also likely lead to improvements in child literacy.

Policy Implications in Brief

- Adult literacy needs great attention – more than was previously thought. Lucknow can be made literate within a short period, if actions are taken in 'mission' mode and central government funding is applied for.

- Adult literacy programs should be targeted towards populations less likely to be literate: older people, women, lower caste people, religious minorities and villagers. This involves having the classes in a time, place and format that is convenient for the socioeconomically marginalised.

- Literacy programs should take into consideration the various familial, employment and other constraints around adults' availability. A combination of afternoon and evening classes may be necessary.

- It is unreasonable and immoral to simply hope for the problem of illiteracy to 'die out' with the older generation: an active stance must be taken to make all, including older generations, literate.

- Lucknow could become literate in a short time, if a literacy mission tapped into existing human resources. Many adults are already literate – if they can be motivated, skilled and equipped to teach friends and family members, the literacy movement would progress rapidly.

Methodology

The Survey was conducted in April – June 2015, in eight rural blocks and three urban wards of Lucknow district. 3957 government school teachers were trained in the techniques of conducting a survey. Survey participants were asked demographic questions, about their age, sex, caste. They were also asked about their current educational status. A literacy test was then conducted, in which survey participants were asked to read two passages – one without matras, one with (see below). Those who could read both passages, with few mistakes albeit slowly, were deemed to be literate.

A *मात्रा वाले वाक्य*

झिलमिल एक अच्छी लड़की है। उसे तितली पकड़ने का शौक है। तितलियाँ सुन्दर और रंग-बिरंगी होती हैं। पकड़ने से तितलियाँ डर जाती हैं।

B *बिना मात्रा वाले वाक्य*

अमर ऐनक पहन। बस पर चढ़। आज नगर चल। ऋषभ छत पर चढ़। इधर-उधर मत टहल। अंगद फल रख। कमल अक्षत व जल ढक। यश आम व ईख रखकर पत्र पढ़। हर एक अक्षर पढ़। जय जगत कर।

Part 1: Overall Results

1.1 Self-reported vs tested literacy

Literacy rates are significantly lower than the census suggests. The census gives a total literacy rate of 77% for Lucknow district, whereas this survey gives a figure of just 65% adult literacy.[iii] The difference between this survey's data and the Census's is probably primarily caused by generous self-estimation of literacy. Many people who believe they can read – or report that they can to Census officials – do not pass standard literacy tests. UNESCO reports a similar trend: in a study of 20 countries (primarily in Sub-Saharan Africa), the literacy rate as calculated from directly testing the population is, on average, 8% lower than the official literacy rate based on self-estimation of literacy.[iv]

Graph 1.1.1: Comparison of 2011 Census and 2015 Global Dream Survey
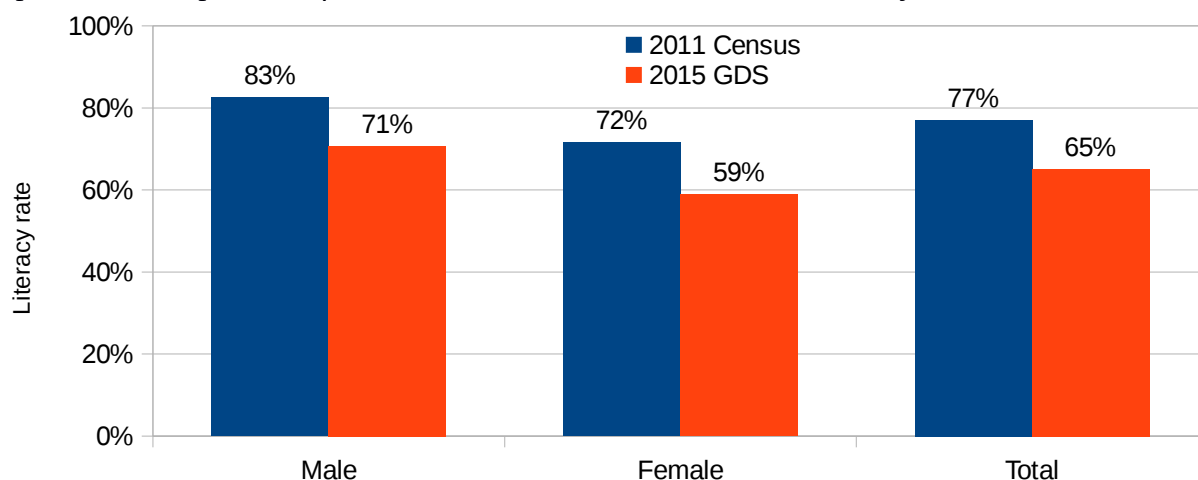

Our results can also be compared to those of the NSSO survey (2014), which, like ours, tested literacy. The NSSO survey gives a nationwide figure of 71%[v] literacy for 15-29 year-olds, which is similar to our figure of 73% for 15-35 year-olds.

Our results demonstrate that there is a great need for literacy programs that are tailored to the diverse needs of adults. As such, it is important to consider the preferred study time among illiterate adults. Most rural adults prefer evening time, while in urban areas the preference is relatively evenly distributed between morning, afternoon and evening.

Graph 1.1.2: Preferred study time, rural
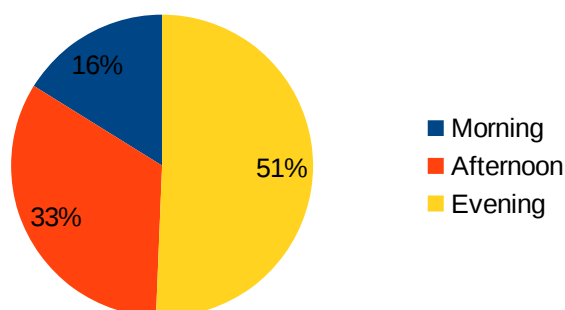
*Graph 1.1.3: Preferred study time, urban*
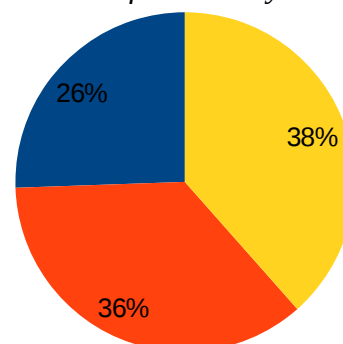
Policy implications. To gain accurate data on literacy levels, testing – while more laborious than simply self-reporting – may be necessary. Our data shows the great need for adult literacy programs – a need that would be underestimated if one relied solely on Census information. Literacy programs must take into account familial and employment constraints on adults' study options.

# 1.2 Literacy differences by gender, rural/urban & age

Literacy rates vary with sociodemography. Men, urban residents and younger adults are more likely to be able to read than women, residents of rural areas and older adults.

Graph 1.2.1: Literacy gaps
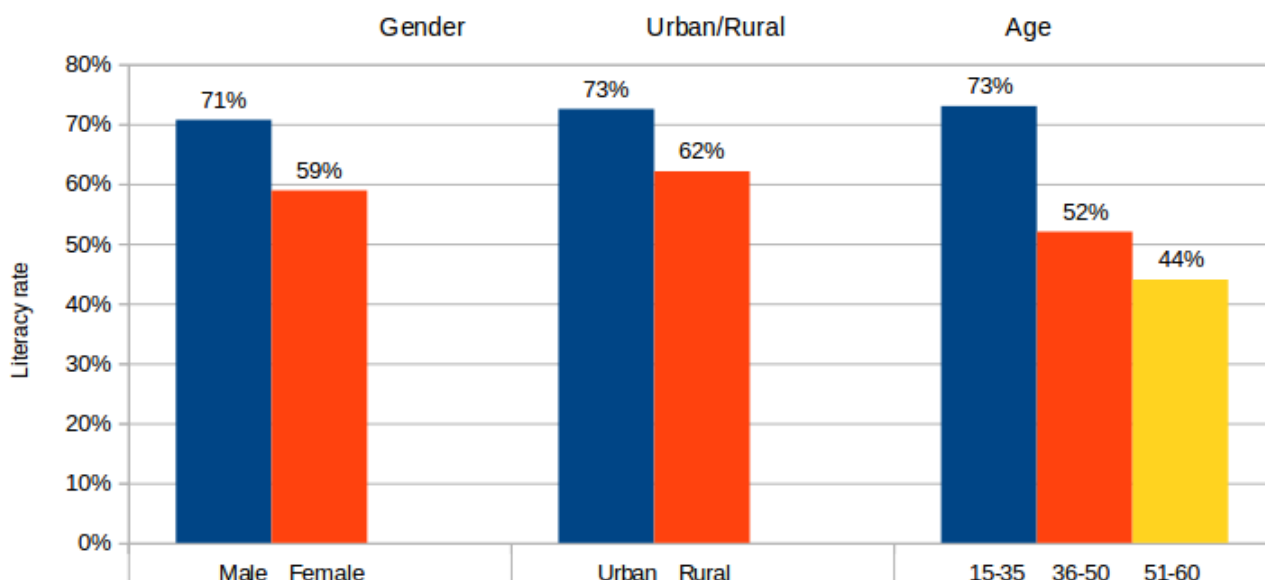
The gender and rural/urban gaps are closing among young adults. Among 51-60 year-olds, 64% of urban men can read, but only 23% of rural women: a massive gender-geography gap of 41%.[vi] In contrast, among 15-35 year-olds, 79% of urban males and 67% of rural females are literate: a much reduced gap of 12%. Among children, the gender gap has been eliminated completely, such that girls are now slightly more literate than boys (see GDS 2015 Child Report). The gender gap is also significantly smaller in urban areas (5%) than rural ones (15%).[vii]

*Graph 1.2.2: Gender and rural/urban gaps, by age*
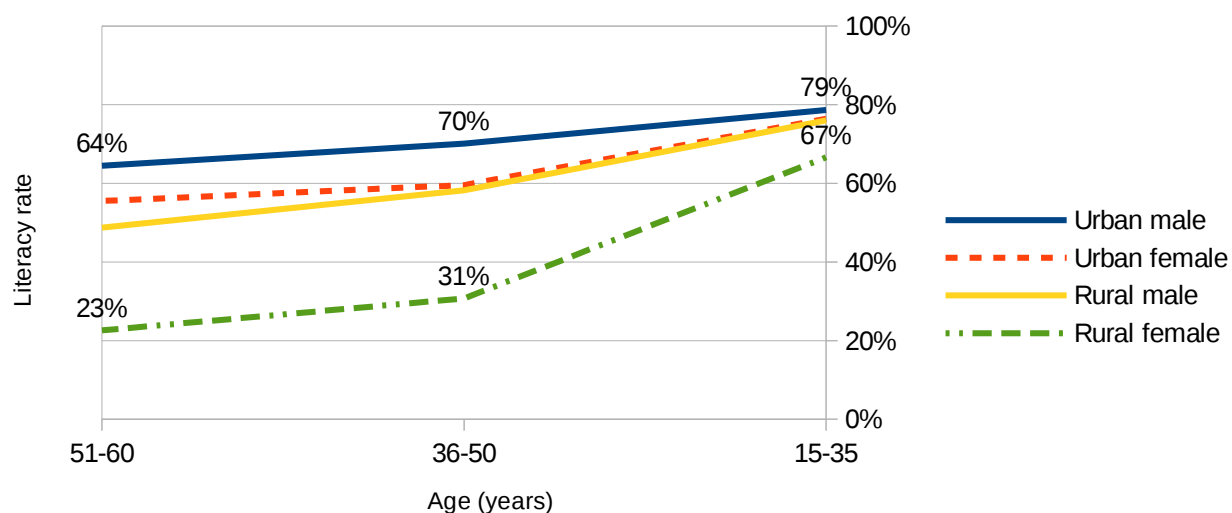
Policy implications. A large proportion of adults remain illiterate – especially older, rural women. While there are positive signs of increasing female and rural literacy rates among the younger generation, there remains a great need for adult literacy programs to both improve literacy rates overall, and close the large gender, generational and geographical gaps in literacy.

1.3 Literacy differences by caste and religion

Religious minorities and Scheduled Castes & Tribes have lower than average literacy rates.[viii]
While 82% of 'General' caste adults can read, only 57% of SC/STs, 61% of minorities and 69% of OBCs are literate. This gap is largest (42%) in the older generation (General: 71% & SC/ST: 29%). Encouragingly, the caste gap is somewhat smaller (20%) in the younger generation (15-35) – 87% for 'General', compared to 67% for both SC/STs and minorities. The gap is smaller again among children.

Graph 1.3.1: Literacy rate by age and caste
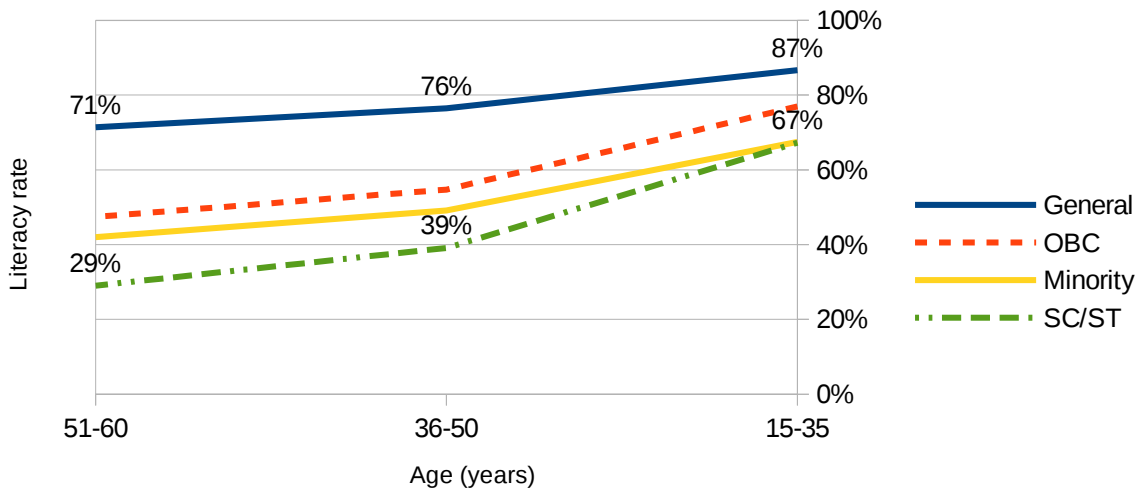
The extent of the 'caste gap' varies among the different wards and blocks. In general the gap is smaller in urban areas. In both urban and rural areas, an average of 82% of the 'General' caste can read, but for all other castes the literacy rate is approximately 10% higher in urban areas.[ix]

*Graph 1.3.2: Literacy differences by caste and urban/rural*
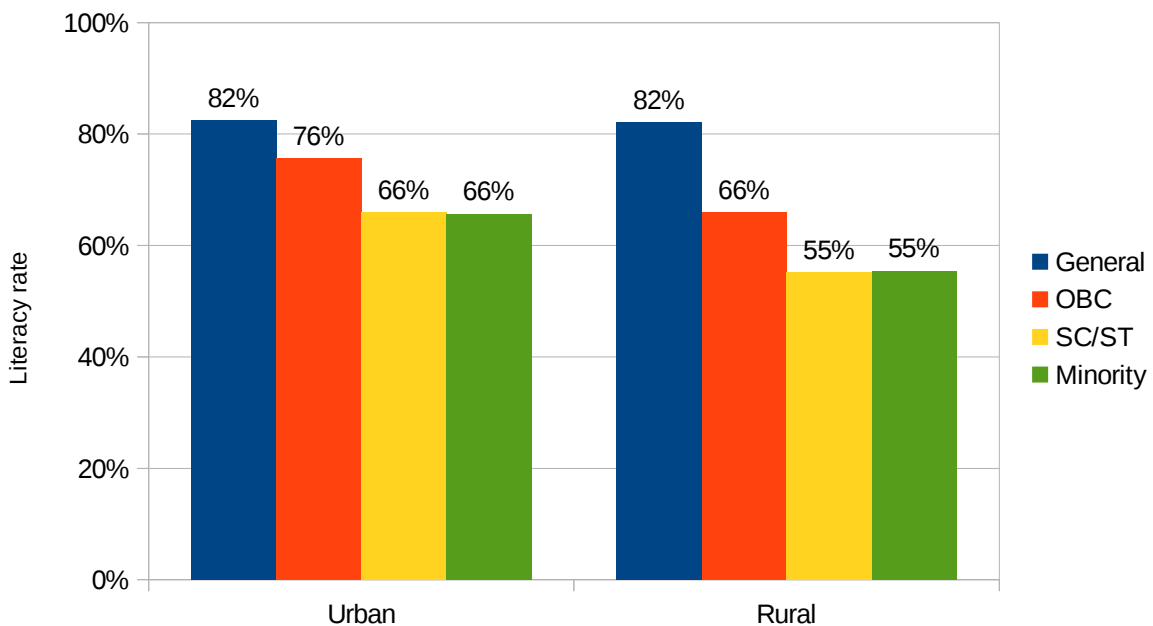
Policy implications. Special attention needs to be paid to why lower castes and religious minorities have a lower literacy rate. Targeted action must be taken to address this inequality, especially in rural areas and among the older generation.

1.4 The cumulative impact of literacy gaps

The cumulative impact of generational, geographical, gender and caste gaps can be very significant. The graph below shows an example of the cumulative impacts of these various factors.

Graph 1.4.2: Cumulative impact of age, gender, geography and caste on literacy
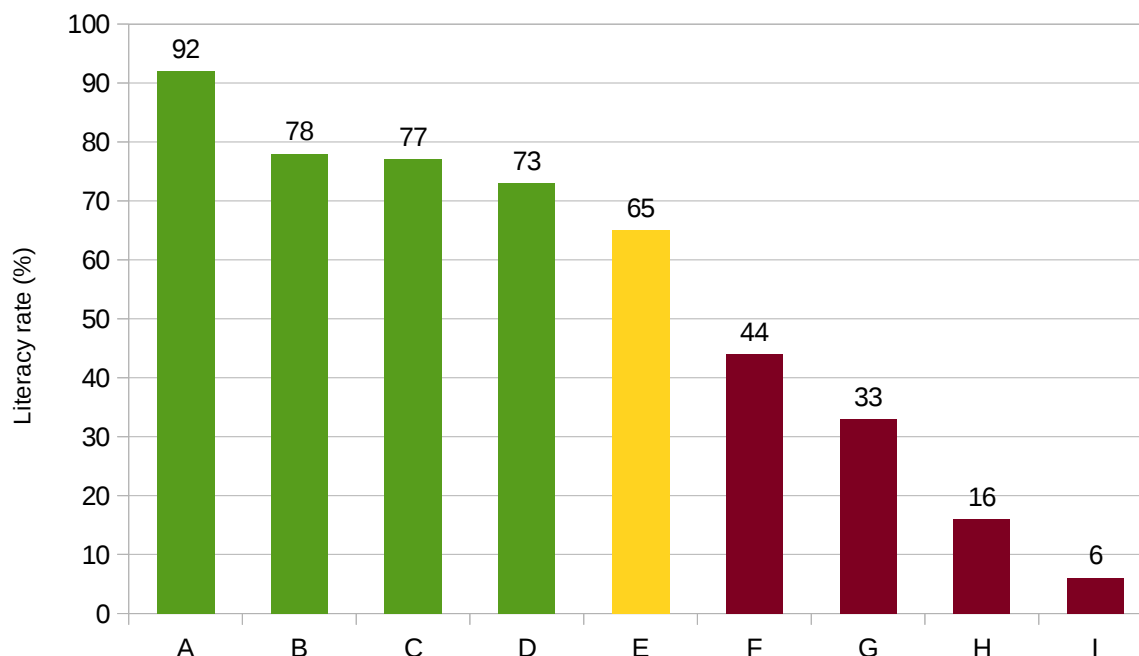
Key:
A. 15-35 year-old male in BKT of 'General' caste
B. 15-35 year-old male in BKT
C. 15-35 year-old male
D. 15-35 year-old
E. represents the average adult (15-60)
F. 51-60 year-old
G. 51-60 year-old woman
H. 51-60 year-old woman in Mall
I. 51-60 year-old woman in Mall of a minority religion

As has been shown above, the various factors of disadvantage feed into each other. Not only are rural areas less literate than urban ones (62% vs 73%), they have a larger caste gap (27% vs 17%) and larger gender gap (15% vs 5%). Similarly, 51-60 year-olds are both less literate than 15-35 year-olds (44% vs 73%), and have larger caste (42% vs 20%) and gender (20% vs 7%) gaps. In other words, factors of disadvantage feed into each other, resulting in a strikingly low literacy rate among those who are face multiple sociodemographic disadvantages.

Policy implications. These stark educational inequalities are unjust and unacceptable. Adult literacy programs are needed to empower people disadvantaged by their age, gender, residence and caste.

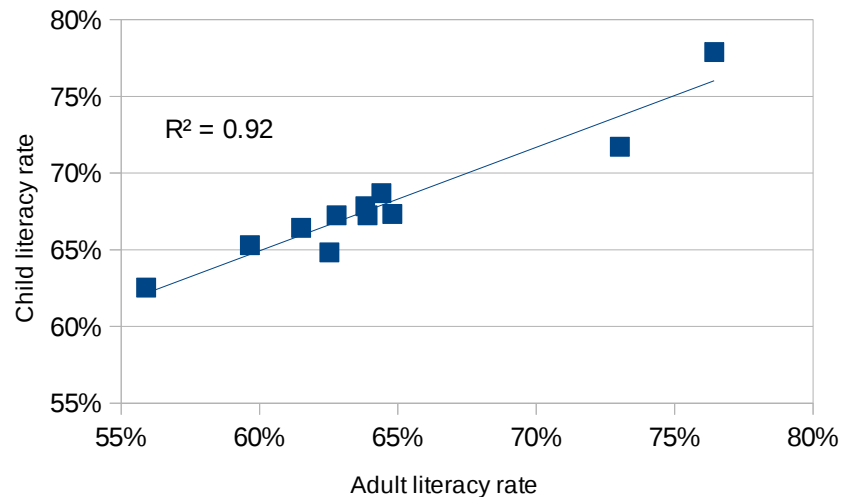*A 51-60 year-old woman in Mall of a minority religion has just a 6% of being literate.*

1.5 The links between adult and child literacy

This report is analysing adult literacy, while a separate paper looks at child literacy. However, these are not independent of each other. There is a strong positive correlation between the two, as can be seen in a block-level analysis.

This correlation is the result of a positive feedback cycle:

*Graph 1.5.1: Child and adult literacy rates compared by block/ward*

- Literate children become literate adults. Blocks/wards with effective schools will, over time, increase not only their child but also their adult literacy rates.

- Literate adults can help their children learn to read. Studies in various contexts have demonstrated the link between parent's and their children's literacy skills.[x] Educated parents are also more likely to take interest in their children's education, and more likely to have the skills and self-confidence required to talk to teachers. Blocks/wards with high adult literacy rates thus tend to also have more literate children.

There is a similar correlation between the adult and child 'caste gap' in literacy (the literacy rate of religious minorities, subtracted from the literacy rate of the general caste). Blocks and wards with higher adult caste gaps (eg Mall, 44%) also tend to have higher child caste gaps (Mall: 28%). In other words, inequalities in adult literacy rates are partially transmitted to the next generation.

Graph 1.5.2: Child and adult caste gaps compared by block/ward
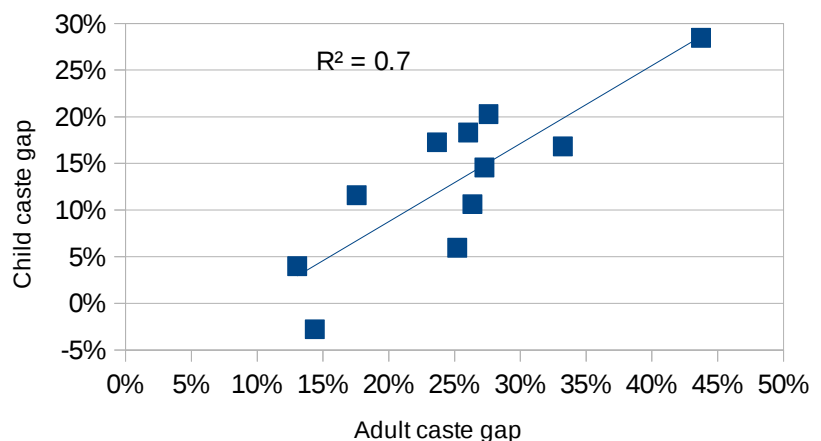
Policy implications. The problems of child and adult illiteracy are interrelated. Improvements in schools are necessary not just to make the present generation of children literate, but to ensure future adult literacy. Adult literacy programs are needed not just to make adults literate, but to facilitate improvements in child literacy too. Inequalities of caste are intergenerationally transmitted, adding urgency to the need for targeted adult literacy programs.

Part 2: Policy Implications

Summary

This report has examined adult literacy in Lucknow district. We found literacy rates to be 65%, significantly lower than the 2011 Census figure of 77%. This is likely to be due to high self-reporting of literacy in the census. Our survey's testing indicates that the need for adult literacy programs is greater than was previously thought.

Literacy rates showed significant sociodemographic variance. Men are more literate than women (71% vs 59%). Urban areas have a higher literacy rate than rural ones (73% vs 62%); and some blocks and wards have particularly high literacy rates (Alam Nagar, 76%) while others are particularly low (Kakori, 56%). In general, younger people are more literate: 15-35 year-olds have a literacy rate of 73%, compared to 51-60 year-olds' literacy rate of 44%. Caste differences are also significant, with 82% of General caste members able to read, compared to 57% of SC/STs.

These sociodemographic factors cumulatively have a massive impact on the likelihood of a person being literate. A 15-35 year-old 'General' caste man in BKT has a 92% chance of being literate. In contrast, a 51-60 year-old woman in Mall of a minority religion has just a 6% chance of being literate. While the rural-urban and caste-based literacy gaps are smaller in younger adults and children, these sociodemographic inequalities in literacy are still being transmitted across the generations.

This report has also documented significant educational progress being made in Lucknow district. Young adults have higher literacy rates, and lower geographical, caste and gender gaps in literacy. All stakeholders – government, principals, teachers, parents, students – are to be commended for their respective roles in bringing about these changes.

The case for active adult literacy programs

There are approximately 780 million illiterate adults in the world. India has a larger number of illiterate adults than any other country – 280 million.[xi] This massive persistence of adult illiteracy is a huge matter for concern.

It is sometimes thought that a solution to low adult literacy rates – and radical gender and caste inequality in literacy – is to simply let the problem 'die off' with the older generation, while attention is focused on educating the young. As our data shows, it is indeed older generations who are least literate. "Why should one bother with adult literacy programs, especially for those who are past their peak and only have a few years left to live?" – these are sentiments commonly thought, and occasionally said. It has even shaped government policy; for instance, the National Literacy Mission targets 15-35 year-olds.[xii]

UNESCO describes that much of the world's improvement in adult literacy rates is driven not so much by individual adults becoming literate, but rather by 'cohort effects': young people with relatively high literacy rates becoming adults, while older people, with relatively low literacy rates, die.[xiii] For instance, the literacy rates for Malawian women aged 20-34 was 49% in 2000 and 63% in 2010. This seems like a substantial improvement; however, the literacy rate in 2010 for women aged 30-44 remained 49%. In other words, when tracking the same cohort of women over 10 years, their literacy rate did not change. Whatever adult literacy programs there were in Malawi had been ineffective in actively increasing literacy rates – the only change had been due to people ageing.

However, there are numerous problems with this kind of attritional approach to adult literacy. An active approach is much to be preferred:

- **Time**: A passive, attritional approach to adult literacy results only in a slow, gradual rise in overall literacy rates. Only 52% of 36-50 year-olds can read – these are middle-aged adults with 2-4 decades of life ahead of them. 73% of 15-35 year-olds can read: but this is still a quarter of young adults who lack the literacy skills which would help them be more productive workers and better citizens. Furthermore, life expectancy continues to improve: people are living longer lives. It is clear that the attitude of attrition is doomed to failure within any reasonable timeframe.
- **Cost-effectiveness**: Using the Global Dream Literacy Toolkit, it can take as little as 20-30 instructional hours, over the course of 2-3 months, to make a person literate. In contrast, the opportunity cost of illiteracy is tremendous: a lifetime of lowered opportunities. Economically, there is a strong positive correlation between literacy and income level.[xiv]
- **Health**: Numerous studies have demonstrated the significant positive effects of literacy on public health[xv] and lowering infant mortality.[xvi]
- **Population growth rate**: There is a strong body of evidence showing that growth in literacy rates leads to a decline in fertility rates, and hence population growth rates.[xvii]
- **Human rights**: Everyone has the right to earn a living wage, to participate in democratic society, and to access good healthcare. Illiteracy deprives many people of these rights. A passive, attritional approach to reducing illiteracy fails to grant people their human rights.
- **Education benefits for children**: Improvements in adult literacy can lead to more parents teaching their children, and greater parental engagement in the education system. Our survey shows a strong positive correlation between child and adult literacy rates at the block level. Investing in adult literacy has cross-generational benefits: helping adults become literate also boosts child literacy rates.

Making Lucknow Literate: an achievable mission

Ernakulam, a district in Kerala, had a literacy rate of 93% in 1989.[xviii] In the space of a year, that jumped to 99% (the most literate district in India), due to a remarkable campaign by Kerala Sastra Sahithya Parisad (KSSP).

While Ernakulam's literacy rate prior to the KSSP's campaign was much higher than Lucknow's is now, there were similar elements in the sociodemographic distribution of literacy. Literacy rates in Ernakulam were lower among women, older people, Muslims and SC/ST people.[xix] Consequently, it is instructive to learn from the elements contributing to the Ernakulam literacy program's success.

- **People's movement**. The literacy program in Ernakulam was not imposed top-down, rather, it arose from a grassroots organisation, the KSSP. Tens of thousands of people were motivated and mobilised to participate, as both instructors and learners, through science-art processions, literacy foot marches, public skits, flyers and various promotional material.[xx]

- **Engaging lower-literacy groups**. The Ernakulam movement succeeded in motivating literate Muslims, SC/ST people and women to become instructors. This facilitated the spread of literacy within these less-educated groups. It was focused not just on young people, but had a broad 6-60 age range.[xxi]

- **Driven by volunteers**. The Ernakulam movement was driven by 20,000 instructors who volunteered their time, not from desire for remuneration, but from a sense of patriotic duty.[xxii] Significant social momentum and even pressure also mobilised illiterate people to join the classes.

The rapid success of the Ernakulam movement demonstrates how quickly universal literacy can be achieved, if the problem is tackled in a mission mode. Lucknow, too, could become a fully literate district in the space of a few years.

Ingredients for success: materials, method and motivation

One framework for a successful literacy campaign divides the needs into three categories: materials, method and motivation. We argue that all three elements could come together in a campaign for universal literacy in Lucknow.

- **Materials.** Successful literacy programs rely on engaging, effective materials. The Global Dream toolkit enables literacy to be taught very effectively: 20-30 hours are sufficient to make most learners literate. It is inexpensive – around 20 rupees per kit. Crucially, anyone who is already literate can use these materials – one doesn't have to be a qualified teacher. Indeed, thousands of schoolchildren in Lucknow have already used these kits to teach adults how to read.

- **Method.** While anyone can use the Global Dream materials, the method of teaching literacy is vital. Training literacy volunteers in how best to teach is one of the more challenging parts of a literacy campaign. The predominant pedagogical practices in India – rote learning, physical discipline, a focus on final exams – are ill-suited to learning how to read. Instead, the Global Dream teaching method, drawing from international research, is built on the principles of learner-centred thinking time, a positive learner-mentor relationship, and immediate feedback.

- **Motivation.** Arguably the most important – and most challenging – part of a literacy campaign is fostering and harnessing hundreds of thousands of people's motivation to take part. While many literacy programs rely on paying teachers – and sometimes even students – this form of extrinsic motivation can detract from the intrinsic motivation to teach and learn. Instead, Ernakulam's model was successful because it motivated people to become literate and teach others literacy out of a sense of civic responsibility, desire for personal improvement and societal change.

India – and Lucknow district – has a critical mass of literacy. The vision of universal literacy will be within sight, if only the gaps can be bridged such that literacy is taught and learnt across generational, geographical, gender and caste divides. If the materials, method and motivation can be brought together, Lucknow will become literate.

Part 3: Rural blocks

3.1 BKT

Key statistics

NB numbers in parentheses are average figures for the 8 rural blocks, and are included to aid comparison.

| Population (lakhs)	1.85 (10.9)	15-35 L%	74% (72%)	General	85% (82%)
Literacy Rate (L%)	64% (62%)	36-50 L%	46% (46%)	OBC	65% (66%)
Male L%	71% (69%)	51-60 L%	37% (37%)	SC/ST	58% (55%)
Female L%	55% (54%)			Minority	52% (55%)

Literacy by gender and age

Literacy rates in BKT are above the rural average. Men are more literate than the rural average (71% vs 69%), as are women (55% vs 54%). The older generation have very similar literacy rates in BKT compared to the rural average, while 15-35 year-olds are more literate (74% vs 72%).

Graph 3.1.1: Literacy by gender
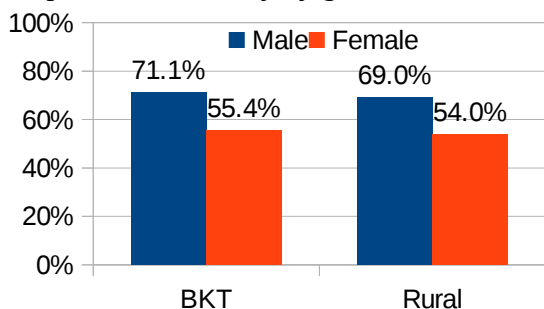
Graph 3.1.2: Literacy by age
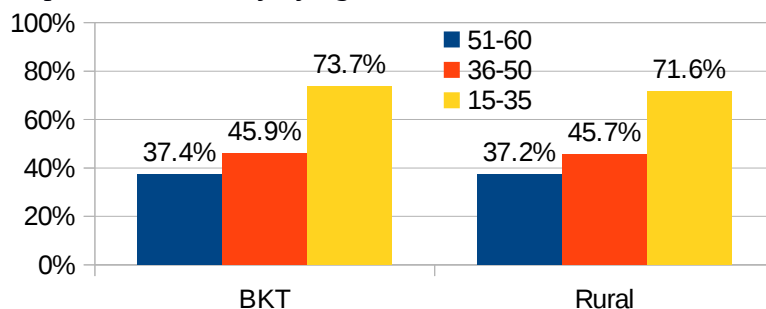
Literacy by caste

Literacy rates by caste follow a similar distribution in BKT to the rural average, although are even more unequal: there is a 33% literacy gap between general and minority for BKT, compared to a 27% gap for rural areas overall.

Graph 3.1.3: Literacy by caste
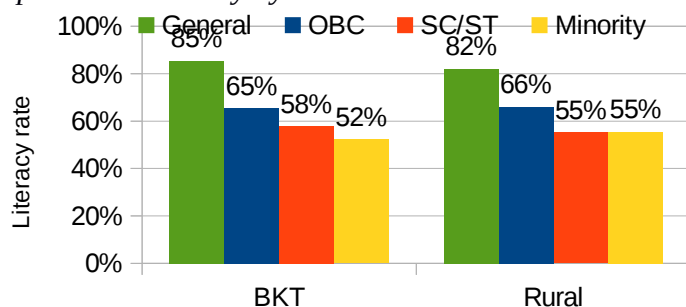
Preferred study time

Similar to the rural average, the majority (53%) of illiterate BKT adults surveyed indicated that evening was the preferable study time, while only a small proportion (10%) wanted to study in the morning.

Graph 3.1.4: Preferred study time
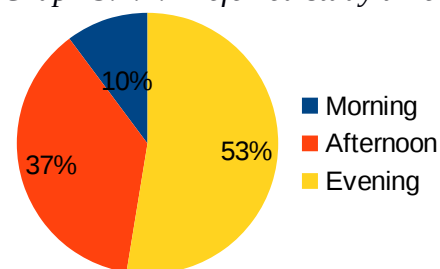
Highlights & Opportunities

- BKT has a higher literacy rate than the rural average (64% vs 62%).

- BKT has a marginally greater inequality in literacy rates by caste, primarily because religious minorities are less literate (52% vs 55%).

3.2 Mohanlalganj

Key statistics

NB numbers in parentheses are average figures for the 8 rural blocks, and are included to aid comparison.

| Population (lakhs)	1.31 (10.9)	15-35 L%	72% (72%)	General	84% (82%)
Literacy Rate (L%)	63% (62%)	36-50 L%	48% (46%)	OBC	69% (66%)
Male L%	70% (69%)	51-60 L%	38% (37%)	SC/ST	53% (55%)
Female L%	54% (54%)			Minority	58% (55%)

Literacy by gender and age

Mohanlalganj has similar literacy rates to the rural average, and displays similar trends, with men and younger people having higher literacy. Males are slightly more literate in Mohanlalganj compared to the rural average (70% vs 69%). Literacy rates are marginally above the rural average for each age group, with the biggest difference coming among the middle-aged (36-50).

Graph 3.2.1: Literacy by gender
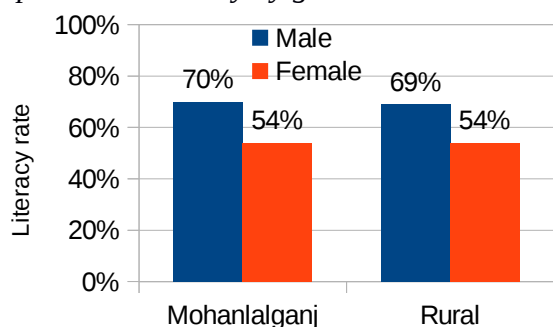
Graph 3.2.2: Literacy by age
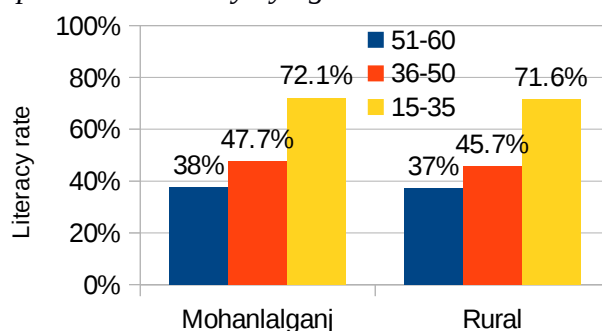
Literacy by caste

The literacy rates for most caste groups are higher in Mohanlalganj, except SC/ST people have a 53% chance of being literate, compared to 55% for the rural average. This means Mohanlalganj has a larger caste gap (31%) than the rural average (27%).

Graph 3.2.3: Literacy by caste
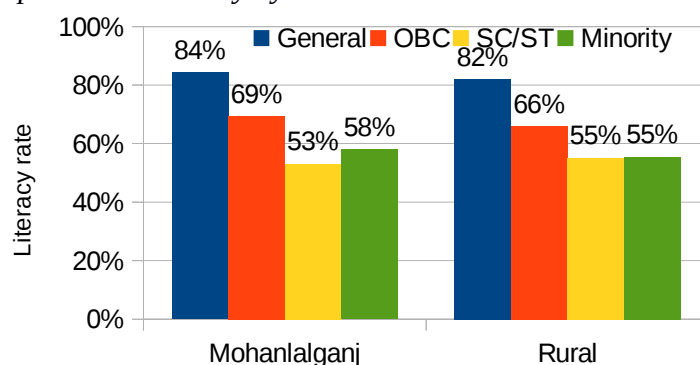
Preferred study time

Most people in Mohanlalganj prefer studying in the evening (44%) or afternoon (37%), similarly to the rural average.

Highlights

- Mohanlalganj has a higher literacy rate than the rural average (63% vs 62%).

Opportunities

- Mohanlalganj has greater inequality in literacy rates by caste (gap of 31% vs 27%).

Graph 3.2.4: Preferred study time

3.3 Sarojini Nagar

Key statistics

NB numbers in parentheses are average figures for the 8 rural blocks, and are included to aid comparison.

Population (lakhs)	1.21 (10.9)	15-35 L%	72% (72%)	General	81% (82%)
Literacy Rate (L%)	62% (62%)	36-50 L%	44% (46%)	OBC	67% (66%)
Male L%	68% (69%)	51-60 L%	35% (37%)	SC/ST	53% (55%)
Female L%	54% (54%)			Minority	56% (55%)

Literacy by gender & age

Sarojini Nagar has literacy rates similar to the rural average, and displays similar trends, with men and younger people having higher literacy. Men are slightly less literate in Sarojini Nagar compared to the rural average (68% vs 69%). Literacy rates are marginally below the rural average in the older age group: 35% of 51-60 year-olds in Sarojini Nagar can read, compared to 37% for the rural average.

Graph 3.3.1: Literacy by gender
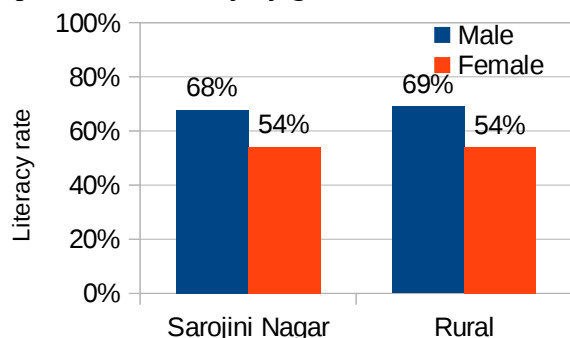
Graph 3.3.2: Literacy by age
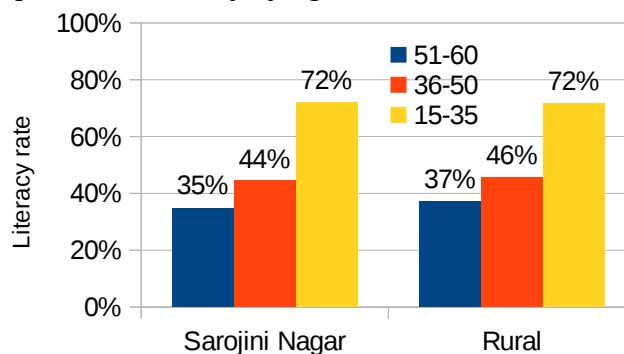
Literacy by caste

Literacy rates by caste in Sarojini Nagar are similar to the rural average. SC/ST are the least literate group, with 53% literacy (compared to rural average of 55%).

Graph 3.3.3: Literacy by caste
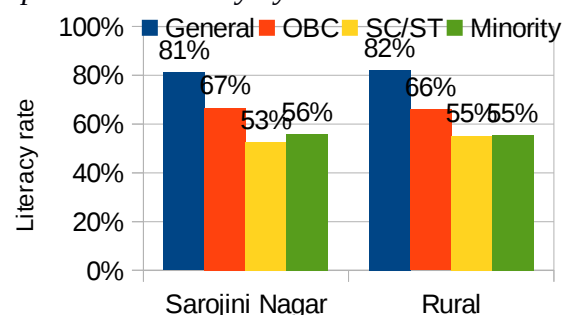
Preferred study time

The preferred study time among illiterate adults is relatively evenly distributed in Sarojini Nagar. While many (39%) prefer evening, this is not as much as the rural average (51%). 26% in Sarojini Nagar prefer morning, significantly more than the rural average (16%).

Highlights

- Religious minorities are more literate in Sarojini Nagar (56%) than the rural average (55%)

Opportunities

- There is a greater need for literacy programs targeting older age groups.

Graph 3.3.4: Preferred study time

3.4 Gosaiganj

Key statistics

NB numbers in parentheses are average figures for the 8 rural blocks, and are included to aid comparison.

| Population (lakhs) | 1.04 (10.9) | 15-35 L% | 70% (72%) | General | 79% (82%) |
Literacy Rate (L%)	63% (62%)	36-50 L%	49% (46%)	OBC	71% (66%)
Male L%	69% (69%)	51-60 L%	46% (37%)	SC/ST	54% (55%)
Female L%	55% (54%)			Minority	53% (55%)

Literacy by gender & age

Women in Gosaiganj are more literate, compared to the rural average (55% vs 54%). Literacy rates are substantially above the rural average in the older age group: 46% of 51-60 year-olds in Gosaiganj can read, compared to 37% for the rural average. Literacy rates among the younger generation (15-35) are below the rural average (70% vs 72%).

Graph 3.4.1: Literacy by gender
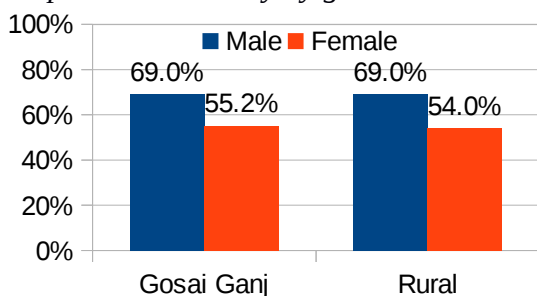
Graph 3.4.2: Literacy by age
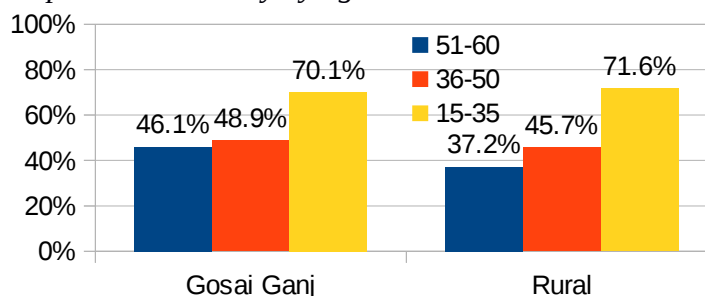
Literacy by caste

OBCs are significantly more literate in Gosaiganj (71%) than the rural average (66%). However, other castes have lower literacy rates; for instance, religious minorities have a literacy rate of 53% (compared to 55%).

Graph 3.4.3: Literacy by caste
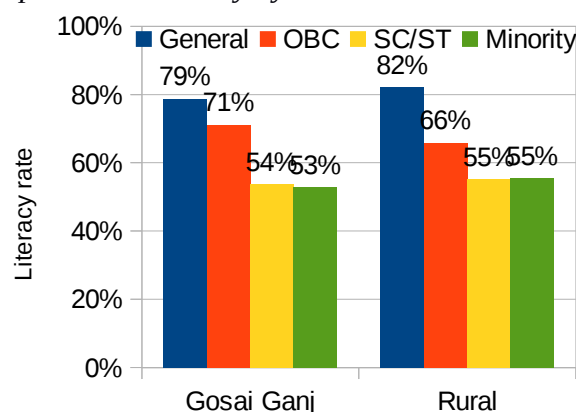
Preferred study time

Almost half (47%) of Gosaiganj's illiterate adults prefer studying in the evening. The rest are evenly split between morning (26%) and afternoon (27%), in contrast with the rural average, where just 16% preferred morning.

Highlights

- 51-60 year-olds are far more literate in Gosaiganj (46%) than the rural average (37%).

Opportunities

- Religious minorities are less literate in Gosaiganj (53%) than the rural average (55%).

Graph 3.4.4: Preferred study time

3.5 Malihabad

Key statistics

NB numbers in parentheses are average figures for the 8 rural blocks, and are included to aid comparison.

Population (lakhs)	1.00 (10.9)	15-35 L%	75% (72%)	General	81% (82%)
Literacy Rate (L%)	65% (62%)	36-50 L%	48% (46%)	OBC	66% (66%)
Male L%	72% (69%)	51-60 L%	40% (37%)	SC/ST	61% (55%)
Female L%	56% (54%)			Minority	67% (55%)

Literacy by gender & age

Literacy rates are higher in Malihabad than the rural average among both men (72% vs 69%) and women (56% vs 54%). Literacy rates are also 2-3% higher among each age group.

Graph 3.5.1: Literacy by gender
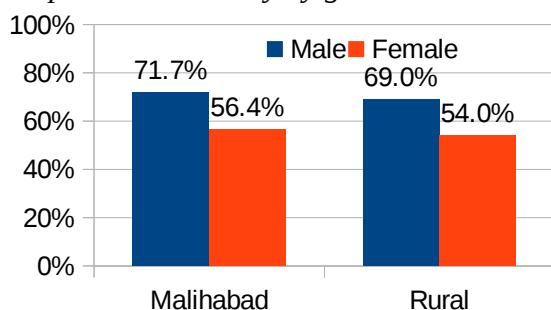
Graph 3.5.2: Literacy by age
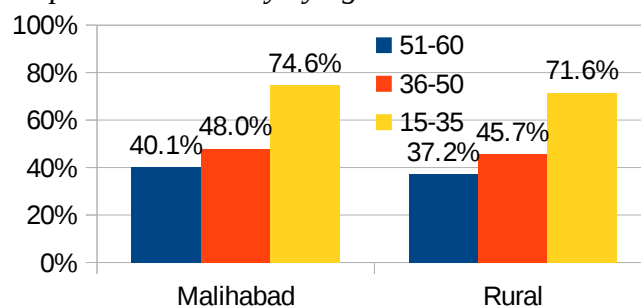
Literacy by caste

Literacy rates by caste are much more equitable in Malihabad than the rural average. The two groups with the lowest average literacy rates of 55% - SC/ST and religious minorities – have substantially higher literacy rates, of 61% and 67% respectively.

Graph 3.5.3: Literacy by caste
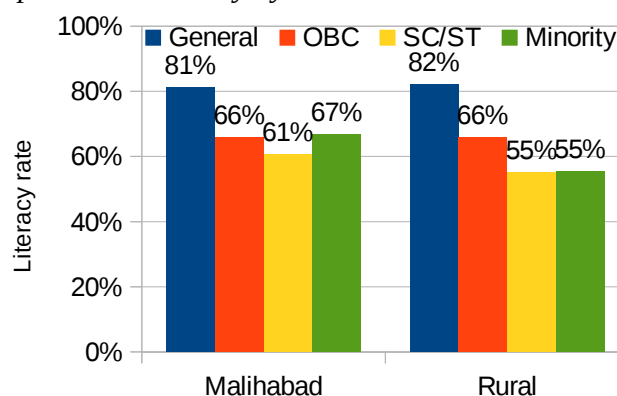
Preferred study time

Similarly to the rural average, most Malihabad residents prefer to study in the evening (54%), followed by the afternoon (35%).

Highlights

- Literacy rates are higher overall (65% vs 62%), and especially among religious minorities (67% vs 55%).

Opportunities

- Malihabad can further build on its achievements through adult literacy classes, especially in the afternoon and evening.

Graph 3.5.4: Preferred study time

3.6 Mall

Key statistics

NB numbers in parentheses are average figures for the 8 rural blocks, and are included to aid comparison.

Population (lakhs)	0.92 (10.9)	15-35 L%	33% (72%)	General	86% (82%)
Literacy Rate (L%)	60% (62%)	36-50 L%	41% (46%)	OBC	60% (66%)
Male L%	69% (69%)	51-60 L%	70% (37%)	SC/ST	56% (55%)
Female L%	49% (54%)			Minority	42% (55%)

Literacy by gender & age

Men in Mall have a similar literacy rate to the rural average (69%), but women's literacy is substantially lower (49% vs 54%). Older age groups have significantly lower literacy than the rural average (33% vs 37% for 51-60 year-olds, 41% vs 46% for 36-50 year-olds).

Graph 3.6.1: Literacy by gender
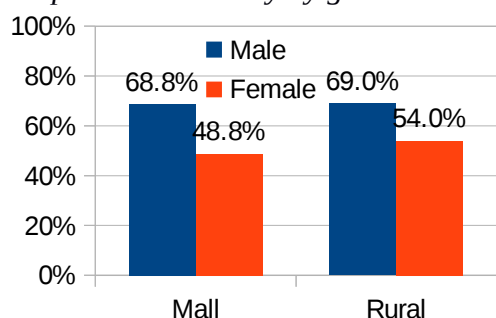
Graph 3.6.2: Literacy by age
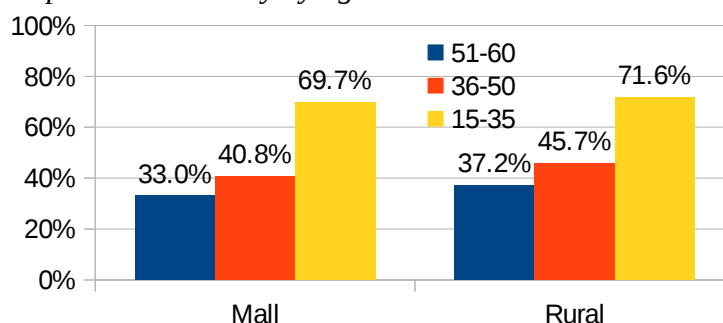
Literacy by caste

Literacy in Mall is highly inequitable by caste. The literacy rate is higher among the general caste (86% vs 82%), but far lower among minorities (42% vs 55%). This means that, in Mall, a general caste person is twice as likely to be literate as a person belonging to a religious minority.
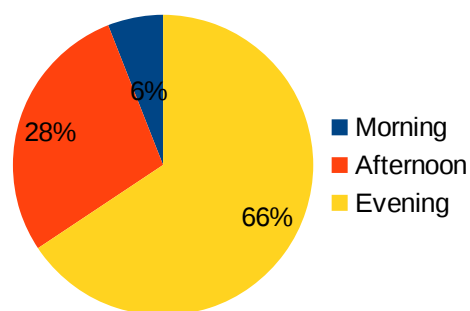
Graph 3.6.3: Literacy by caste
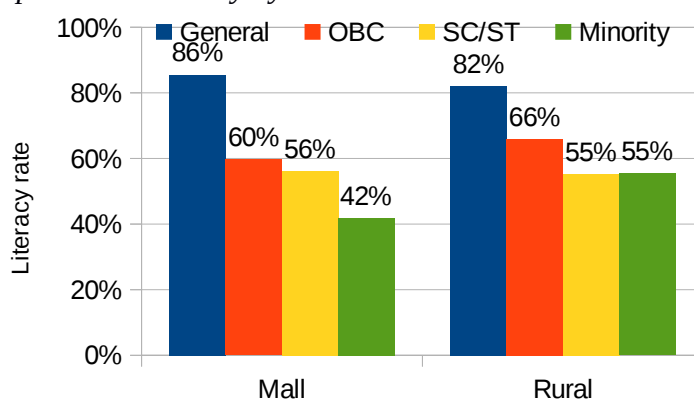
Preferred study time

The vast majority (66%) of Mall residents prefer studying in the evening. Just 6% prefer mornings, far lower than the rural average (16%).

Graph 3.6.4: Preferred study time

Highlights

- The general caste has higher literacy rates than the rural average (86% vs 82%).

Opportunities

- Mall has a massive opportunity to boost literacy through evening classes targeted to religious minorities, women and the older generation.
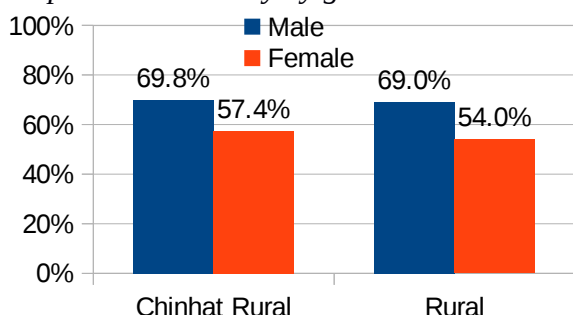
3.7 Chinhat Rural

Key statistics

NB numbers in parentheses are average figures for the 8 rural blocks, and are included to aid comparison.

Population (lakhs)	0.82 (10.9)	15-35 L%	72% (72%)	General	88% (82%)
Literacy Rate (L%)	64% (62%)	36-50 L%	49% (46%)	OBC	66% (66%)
Male L%	70% (69%)	51-60 L%	39% (37%)	SC/ST	55% (55%)
Female L%	57% (54%)			Minority	54% (55%)

Literacy by gender & age

The literacy rate in Chinhat Rural is higher than the rural average for men (70% vs 69%) and especially for women (57% vs 54%). It is also higher across the age range, but especially among 36-50 year-olds (49% vs 46%).

Graph 3.7.1: Literacy by gender

Graph 3.7.2: Literacy by age
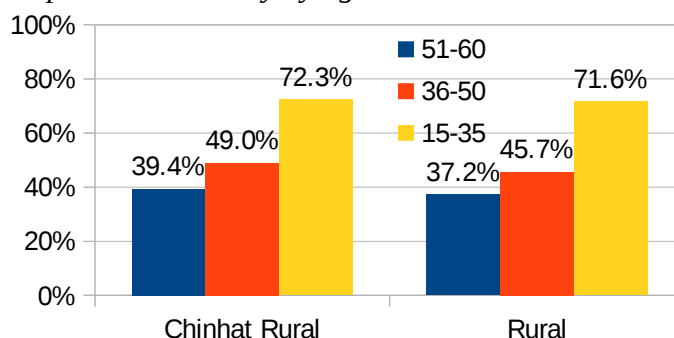
Literacy by caste

Literacy rates display a similar caste distribution in Chinhat rural to the rural average. The general caste has lower literacy rate (78% vs 82%), making Chinhat more equitable.
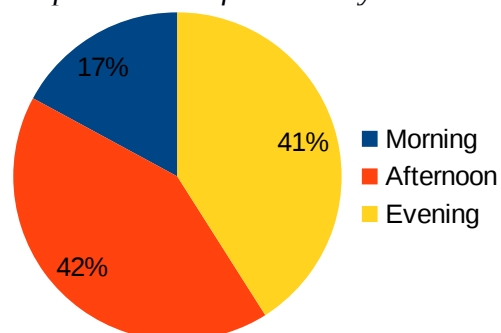
Graph 3.7.1: Literacy by caste
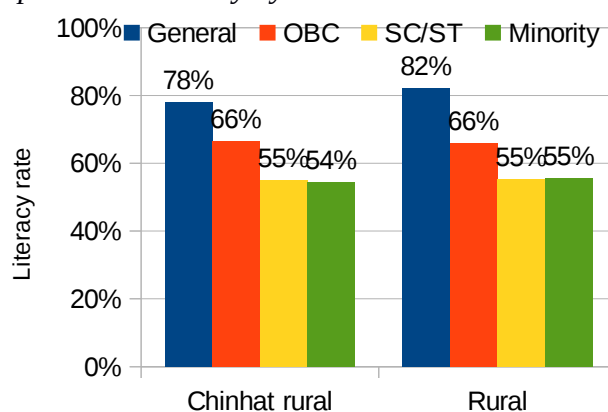
Preferred study time

Many people in Chinhat rural prefer to study in the afternoon, more so than the rural average (42% vs 33%). Many would like to study in the evening, but less so than the rural average (41% vs 51%).

Highlights

- Women in Chinhat rural are more literate than the rural average (57% vs 54%).

Opportunities

- Chinhat can improve on its literacy by a combination of afternoon and evening classes.

Graph 3.7.2: Preferred study time
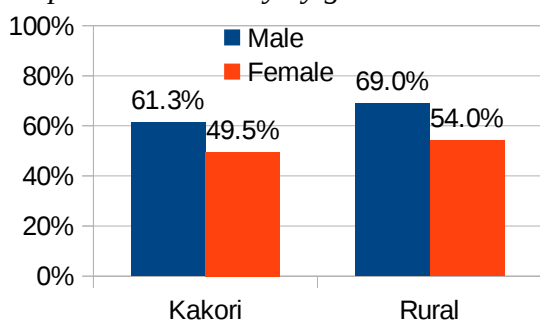
3.8 Kakori

Key statistics

NB numbers in parentheses are average figures for the 8 rural blocks, and are included to aid comparison.

Population (lakhs)	0.77 (10.9)	15-35 L%	66% (72%)	General	75% (82%)
Literacy Rate (L%)	56% (62%)	36-50 L%	39% (46%)	OBC	59% (66%)
Male L%	61% (69%)	51-60 L%	27% (37%)	SC/ST	53% (55%)
Female L%	50% (54%)			Minority	48% (55%)

Literacy by gender & age

Kakori has the lowest literacy rate of all the blocks surveyed. Its female literacy rate is lower than the rural average (50% vs 54%), as is its male literacy rate (61% vs 69%). Literacy rates are also lower across the age range, but particularly for 51-60 year-olds (27% vs 37%).
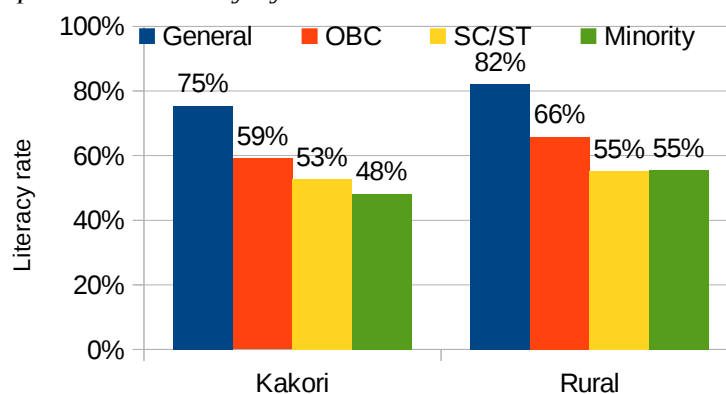
Graph 3.8.1: Literacy by gender

Graph 3.8.2: Literacy by age
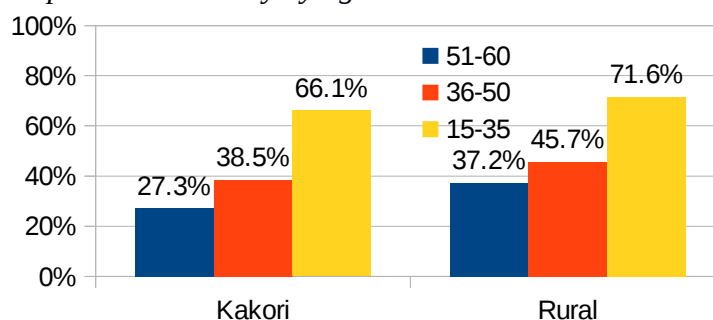
Literacy by caste

Literacy rates are lower in Kakori across each caste group. Less than half of religious minorities are literate (48%).
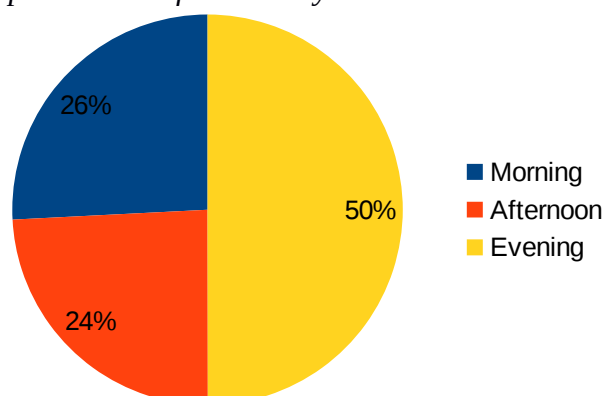
Graph 3.8.3: Literacy by caste

Preferred study time

Half of Kakori residents prefer to study in the evening. More prefer mornings (26%) compared to the rural average (16%).

Highlights

- Kakori has lower gender inequality in its literacy rates, with a gap of 12% between men and women (rural average: 15%)

Opportunities

- Kakori has a major opportunity to boost literacy rates through adult literacy classes, especially among older age groups and religious minorities.

Graph 3.8.4: Preferred study time

Part 4: Urban wards

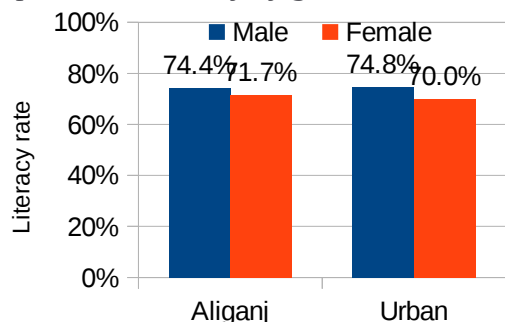## 2.1 Aliganj

Key statistics

NB numbers in parentheses are average figures for the 8 rural blocks, and are included to aid comparison.

| Population (lakhs) | 1.63 (3.71) | 15-35 L% | 77% (78%) | General | 82% (82%) |
Literacy Rate (L%)	73% (72%)	36-50 L%	67% (65%)	OBC	78% (76%)
Male L%	74% (75%)	51-60 L%	65% (60%)	SC/ST	66% (66%)
Female L%	72% (70%)			Minority	64% (66%)

Literacy by gender and age

In Aliganj, men are slightly less literate than the urban average (74% vs 75%), while women are more literate (72% vs 70%). Aliganj has substantially higher literacy rates in the 51-60 age range than the urban average (65% vs 60%).

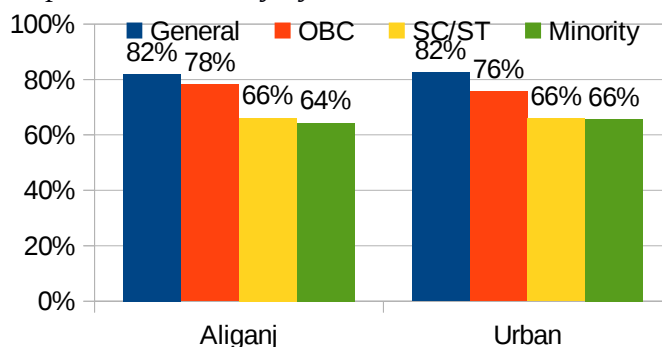*Graph 4.1.1: Literacy by gender*

Graph 4.1.2: Literacy by age
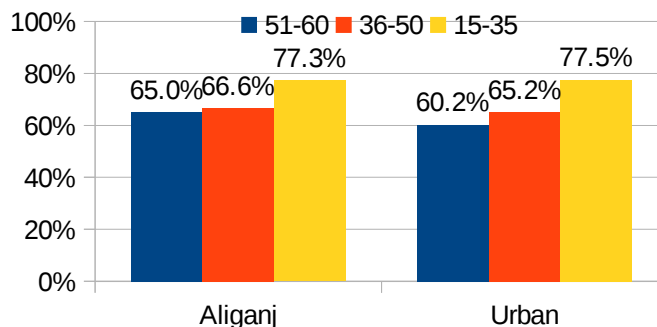
Literacy by caste

Different castes in Aliganj have very similar literacy rates to the urban average. OBCs are slightly more literate (78% vs 76%), while religious minorities are less literate (64% vs 66%).
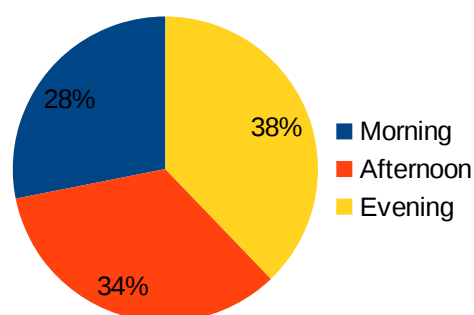
Graph 4.1.3: Literacy by caste

Preferred study time

Illiterate adults in Aliganj preferred study times that were similar to the urban average. Most people preferred evening (38%), followed by afternoon (34%).

Graph 4.1.4: Preferred study time

Highlights

- Aliganj the smallest gender gap (2.7%) of any of the blocks and wards surveyed.

Opportunities

- Religious minorities in Aliganj have relatively low literacy rates (64% vs 66%)

2.2 Alam Nagar

Key statistics

NB numbers in parentheses are average figures for the 8 rural blocks, and are included to aid comparison.

| Population (lakhs)	1.35 (3.71)	15-35 L%	81% (78%)	General	83% (82%)
Literacy Rate (L%)	76% (72%)	36-50 L%	71% (65%)	OBC	80% (76%)
Male L%	78% (75%)	51-60 L%	63% (60%)	SC/ST	72% (66%)
Female L%	74% (70%)			Minority	70% (66%)

Literacy by gender and age

Alam Nagar has higher literacy rates than the urban average for both men (78% vs 75%) and women (74% vs 70%). It also has higher literacy rates across the age range.

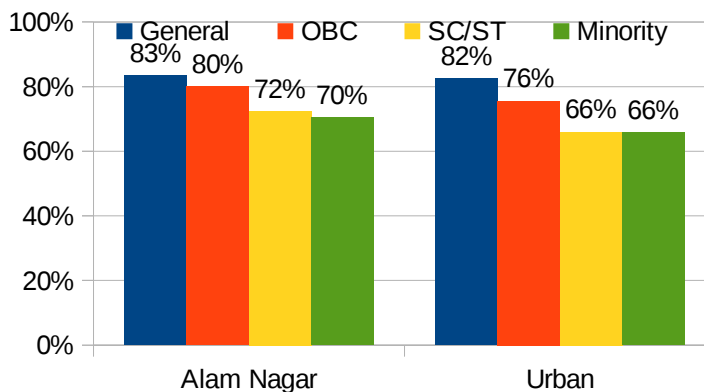
Graph 4.2.1: Literacy by gender
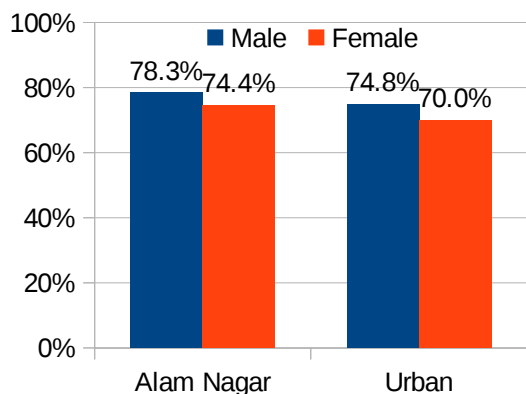
Graph 4.2.2: Literacy by age
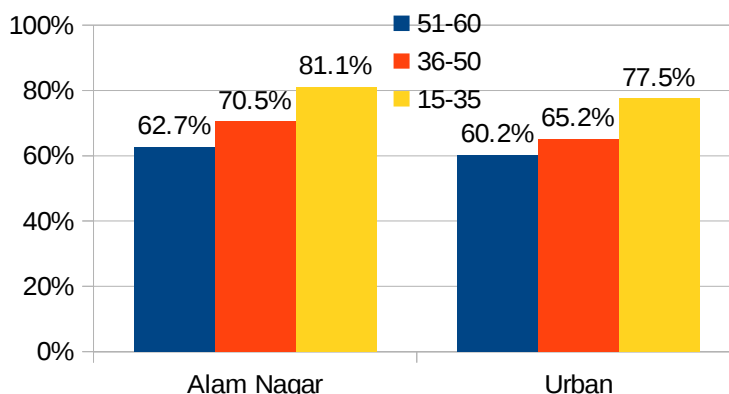
Literacy by caste

Alam Nagar has higher literacy rates than the urban average across the caste groups. Particularly impressive is that Scheduled Castes/Tribes have a literacy rate of 72%, compared to 66% for the urban average.
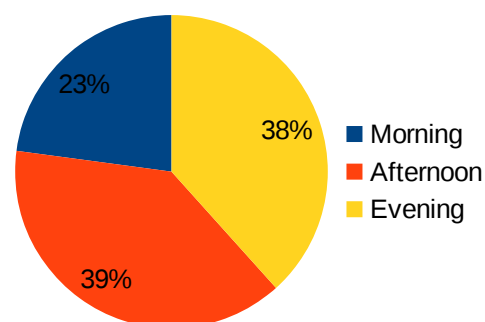

Graph 4.2.3: Literacy by caste

Preferred study time

The best study time for illiterate adults in Alam Nagar is afternoon (39%) followed by evening (38%).

Highlights

- Alam Nagar has the highest literacy rate of all blocks and wards surveyed.

- Alam Nagar has higher literacy rates than the urban average, across different gender, age and caste groups.

Opportunities

- Alam Nagar can further improve on its literacy rates through afternoon and evening classes.

Graph 4.2.4: Preferred study time
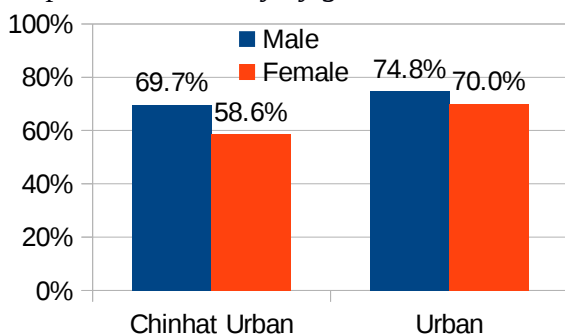
2.3 Chinhat Urban

Key statistics

NB numbers in parentheses are average figures for the 8 rural blocks, and are included to aid comparison.

| Population (lakhs)	0.73 (3.71)	15-35 L%	72% (78%)	General	82% (82%)
Literacy Rate (L%)	64% (72%)	36-50 L%	51% (65%)	OBC	66% (76%)
Male L%	70% (75%)	51-60 L%	41% (60%)	SC/ST	57% (66%)
Female L%	59% (70%)			Minority	54% (66%)

Literacy by gender and age

Chinhat Urban has a substantially lower literacy rate than the urban average – its adult literacy rates more resemble those of a rural area. Men have a somewhat lower literacy rate the urban average (70% vs 75%), and women even more so (59% vs 70%). Chinhat Urban also has lower literacy rates across the age range, but especially for 51-60 year-olds, among whom just 41% are literate (compared to 60% for the urban average).

Graph 4.3.1: Literacy by gender

Graph 4.3.2: Literacy by age
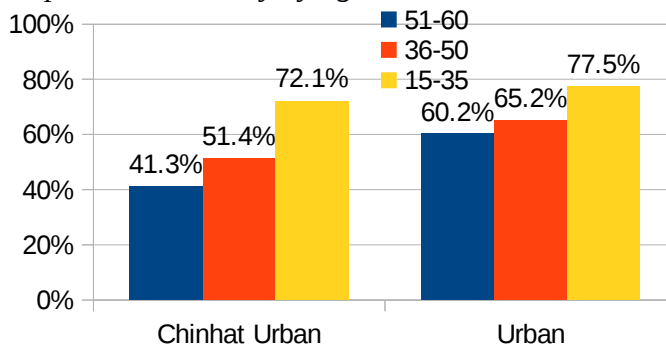
Literacy by caste

There is significant caste-based literacy inequality in Chinhat Urban, compared to the urban average. While the general caste has the same literacy rate as the rural average (82%), OBCs, SC/STs and religious minorities each have literacy rates approximately 10% lower than the urban average.
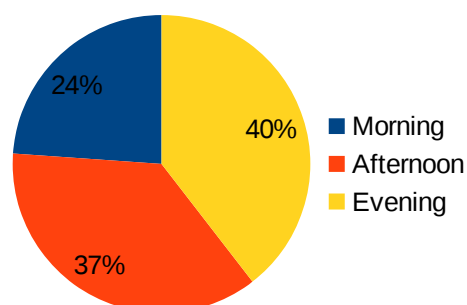
Graph 4.3.3: Literacy by caste
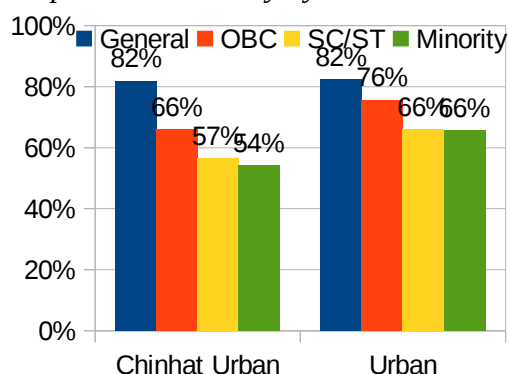
Preferred study time

Similarly to the urban average, most people in Chinhat Urban prefer studying in the evening (40%) or afternoon (37%).

Highlights

- Chinhat Urban's literacy rates are improving, as indicated by substantially higher literacy rates among 15-35 year-olds (72%) compared to 51-60 year-olds (41%).

Opportunities

- Chinhat Urban has a big opportunity to improve literacy rates, particularly among older people, women and religious minorities.

Graph 4.3.4: Preferred study time

Appendix: Survey Demographics

The survey population showed considerable demographic diversity. The graphs below show population distribution of 15-60 year-olds among the three urban wards (left) and eight rural blocks (right). Areas had populations ranging from roughly 1 to 2 lakh. Overall, our survey covered an urban population of 3.7 lakh adults and a rural population of 8.5 lakh adults.

*Graph A1: Urban wards (total: 3.7 lakh)* *Graph A2: Rural blocks (total: 8.5 lakh)*
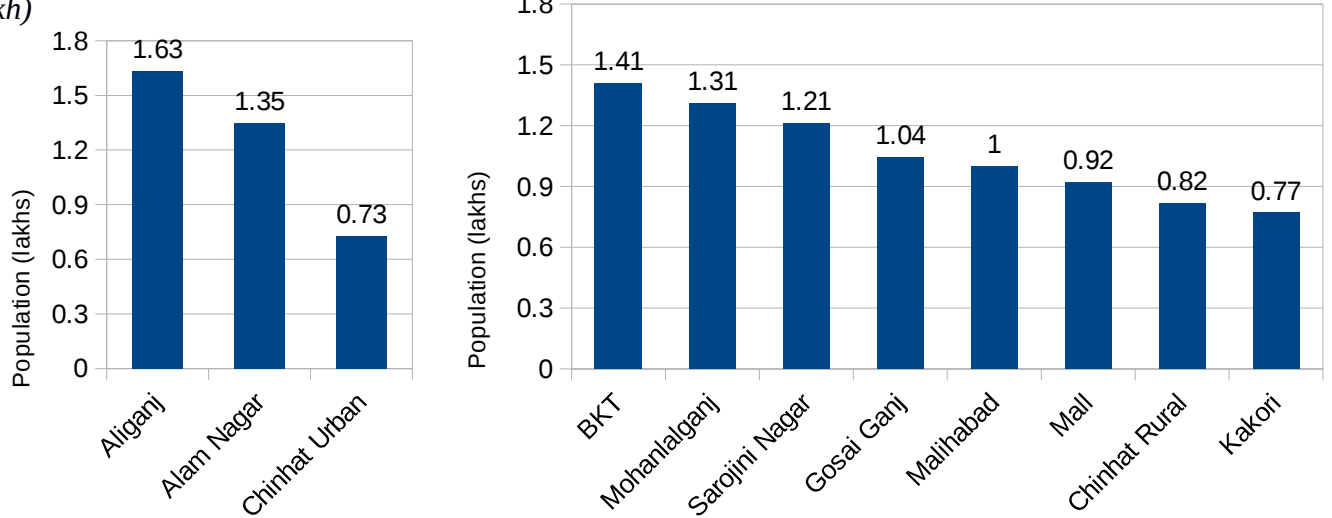
The older age groups have relatively small populations, reflecting a combination of youth migration to Lucknow, high fertility rates, and low life expectancy.
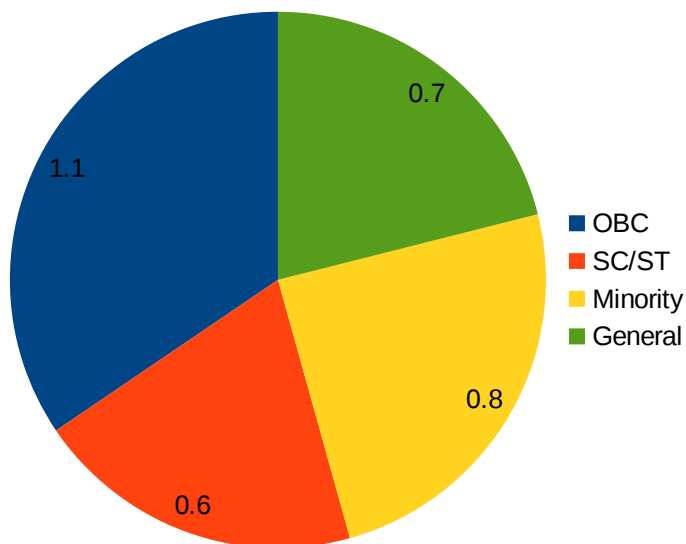
Graph A3: Population by age
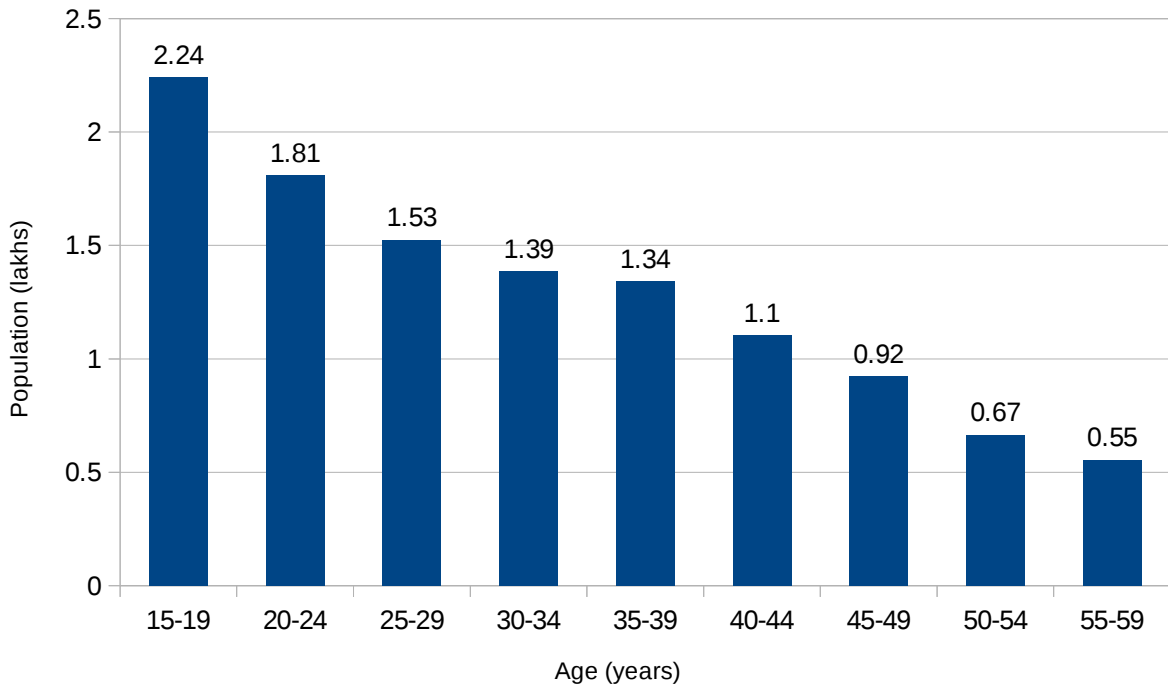
The overall adult sex ratio was 884 women per 1000 males.[xxii] The sex ratio was better in urban areas than rural, and also tended to be better among the younger age groups.[xxiii]

Graph A4: Sex ratio by age and rural/urban
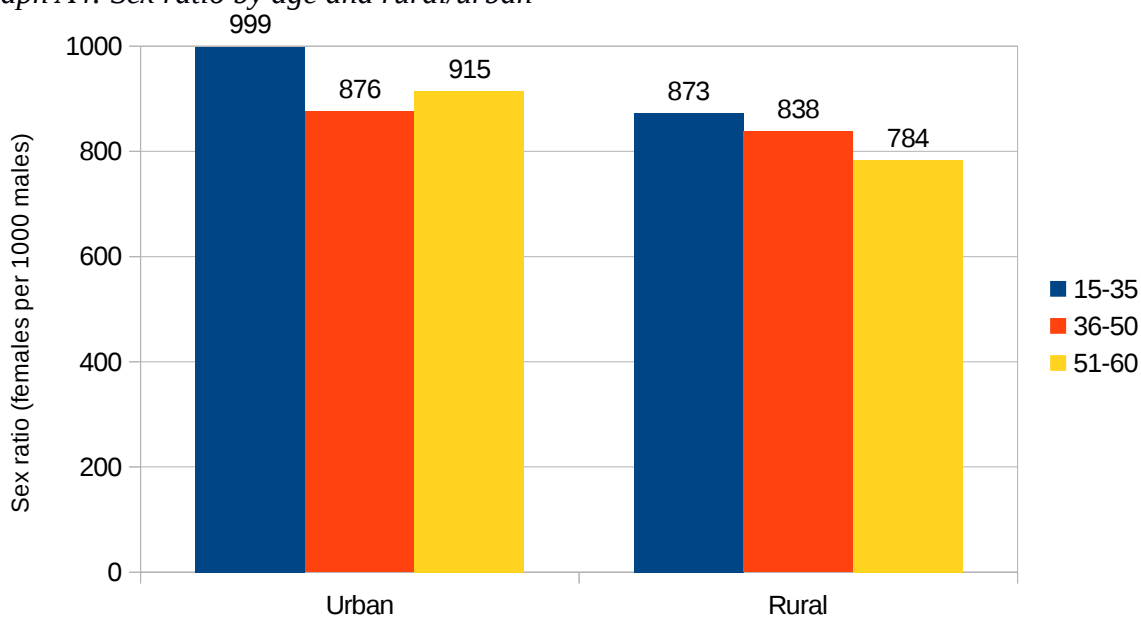
'Other Backward Castes' and 'Scheduled Castes/Tribes' made up a large proportion of the population (38% and 35% respectively). OBC and SC/ST were especially concentrated in rural areas. In contrast, religious minorities and 'General' caste made up a more significant proportion of the urban population.[xxiv]

Graph A5: Population (lakhs) by caste, urban   *Graph A6: Population (lakhs) by caste, rural*
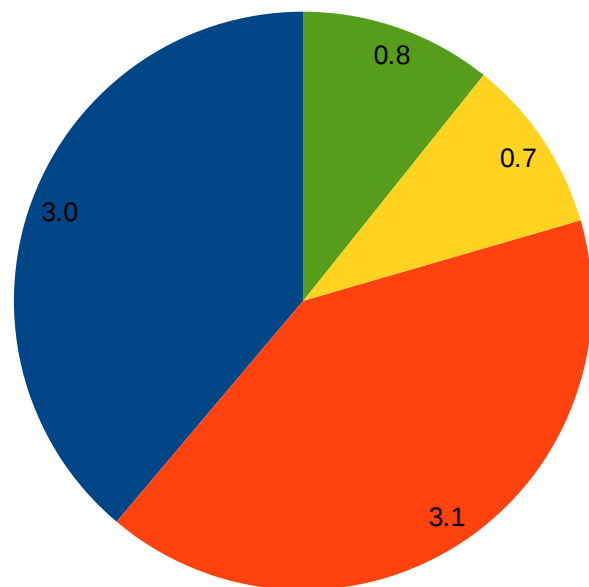
i A separate report examines child literacy rates.

ii Indian Census. 2011. Lucknow District. http://www.census2011.co.in/census/district/528-lucknow.html

iii Indian Census. 2011. Lucknow District. http://www.census2011.co.in/census/district/528-lucknow.html

iv UNESCO. 2015. *Education for All 2000-2015: Achievements and Challenges*. p140

v http://www.thehinducentre.com/multimedia/archive/02459/nss_71st_ki_educat_2459266a.pdf p8. On the other hand, the NSSO survey finds a very large gap (19%) between male and female literacy for 15-29 year-olds. In contrast, our data showed a relatively small gender gap (7%) for literacy rates among a similar demographic (15-35 year-olds). It may be that Lucknow is more gender-equitable than the national average.

vi Similarly, the 2011 Census reports that 86% of urban 35-60 year-old males can read, compared to 37% of rural 35-60 year old females: a gender-geography gap of 49%. Among 20-24 year-olds, 92% of urban males can read compared to 72% of women: a gap of 20%.
India Census. 2011. Education level by religious community and sex for population aged 7 and above.
http://www.censusindia.gov.in/2011census/population_enumeration.html (click on link 'C-09')

vii A similar trend is found by Census 2011, at the national level: the gender gap in rural India is 20%, compared to 10% in urban India.
Mukunthan, Athreya. 2015. *Rural India is Far Behind Urban India in Every Area of Progress*. Factly
https://factly.in/rural-india-behind-urban-india-in-progress-indicators/

viii According to 2011 Census, literacy rates overall are 73%, compared to 66% for SC, and 69% for Muslims.
Statista. 2018. *Literacy rates in the scheduled caste population and total population in India between 1961 and 2011*.
https://www.statista.com/statistics/702170/scheduled-caste-literacy-rate-india/
India Census. 2011. Education level by religious community and sex for population aged 7 and above.
http://www.censusindia.gov.in/2011census/population_enumeration.html (click on link 'C-09')

ix The Census finds that Muslims (6-60) in urban areas are significantly more literate (78%) than Muslims in rural areas (66%) : a gap of 12%. The urban-rural gap overall is 86% vs 72%: 14%. This is different from our finding, that the urban-rural gap is greater among Muslims than non-Muslims.
India Census. 2011. Education level by religious community and sex for population aged 7 and above.
http://www.censusindia.gov.in/2011census/population_enumeration.html (click on link 'C-09')

x Taylor, Nicole et al. 2016. *The Relationship Between Parents' Literacy Skills and Their Preschool Children's Emergent Literacy Skills*. Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education. Volume 5, Number 2, Summer 2016. http://files.constantcontact.com/94655a8e201/ee92b702-c5e4-42e6-bb39-621be51d32a6.pdf
Raju, TN. 1989. *Child labour, adult literacy and employment rates in India*. Indian Journal of Pediatry.
https://www.ncbi.nlm.nih.gov/pubmed/2807445

xi This is only according to the 2011 Census, with appropriate scaling to estimate the population of illiterate people in 2018. As described above, the actual population of illiterate people may be significantly higher.

xii National Literacy Mission. n.d. *NLM Goals*. http://nlm.nic.in/nlmgoals_nlm.htm

xiii UNESCO. 2015. *Education for All 2000-2015: Achievements and Challenges*. P143-144

xiv Gap Minder.
https://www.gapminder.org/tools/#$state$time$value=2011;&marker$axis_x$which=literacy_rate_adult_total_percent_of_people_ages_15_and_above&domainMin:null&domainMax:null&zoomedMin:null&zoomedMax:null&scaleType=linear&spaceRef:null;&axis_y$which=gdppercapita_us_inflation_adjusted&domainMin:null&domainMax:null&zoomedMin:null&zoomedMax:null&scaleType=log&spaceRef:null;;&chart-type=bubbles

xv University of Cambridge. 2013. *Literacy not Income Key to Improving Public Health in India*.
http://www.cam.ac.uk/research/news/literacy-not-income-key-to-improving-public-health-in-india

xvi Shetty, Anil & Shetty, Shraddha. 2014. The Impact of Female Literacy on Infant Mortality Rate in Indian States. Current Paediatric Research; 18(1), p49-56.
http://www.alliedacademies.org/articles/the-impact-of-female-literacy-on-infant-mortality-rate-in-indian-states.pdf

xvii Pradhan, Elina. 2015. *The Relationship Between Women's Education and Fertility*. World Economic Forum.
https://www.weforum.org/agenda/2015/11/the-relationship-between-womens-education-and-fertility/

xviii 185,000 illiterates out of a population of 25 lakh 6-60 year-olds.
S. Sivadas. 1991. *How Ernakulam became the First Fully Literate District of India*. UNESCO
http://unesdoc.unesco.org/images/0009/000904/090464mo.pdf

xix ibid

xx ibid

xxi ibid

xxii 5,64,000 adult males and 4,98,000 females. This is the adult population who recorded their age, gender and literacy status. Around 2.5 lakh data points are missing either their gender, age or literacy status.

xxiii This is a surprising finding, given that, in general, urban areas in India have lower sex ratios than rural areas.
Amarnath, Tarun. 2017. *Urban India has a Serious Sex Ratio Problem*. The Wire. https://thewire.in/gender/urban-sex-ratio-declining

xxiv This is in line with the findings of the 2011 Census, which reported that 40% of Muslims lived in urban areas, compared to 31% of all Indians.

Varma, Subodh. 2015. *More religious minorities live in urban areas than rural*. Times of India. https://timesofindia.indiatimes.com/india/More-religious-minorities-live-in-urban-areas-than-rural/articleshow/48680765.cms