

Approaches adopted for the implementation of mass literacy campaigns for adults in India

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Abstract

Past history for adult literacy promotion started with the two main approaches, the 'Selective- Intensive (Targeted)' approach and the 'Mass Campaign' approach, employed to eradicate illiteracy in our country. After independence, in the process of institutionalization of the Adult Education Programmes (AEPs) with one model after another, there are changes in the content and process of literacy and procedures and strategies of adult education from time to time. In this research paper, the researcher focused on the different literacy programmes with various approaches namely (I) The Selective Intensive Approach (SIA), (II) The Mass Campaign Approach (MCA), (III) Technocratic Approach, (IV) Functional Literacy Programme (FLP) – (a) Targets and Target Specific Approach, (b) Flexi Approach, (c) Volunteer- Based Mass Campaign Approach (VBMCA) (d) Centre- Based Approach (CBA)/ Residential Camp Approach (RCA) and (e) Part- Volunteer Based Approach (PVBA)/ Part Residential Camp Approach (PRCA), (V) Basic Education Programme (BEP), (VI) Vocational Education (Skill Development) Programme, (VII) Continuing Education Programme (CEP) and (VIII) Computer Based Functional Literacy (CBFL) Programme.

Keywords: literacy, adult literacy, functional literacy, mass literacy, mass literacy programmes and approaches

Introduction

Literacy is a bridge from misery to hope. It is a tool for daily life in modern society, a platform for democratization and a vehicle for the promotion of cultural and national identity. For girls and women, it is an agent of family health and nutrition. For everyone and everywhere, literacy is, along with education in general, a basic human right, the road to human progress and the means through which everyman, woman can realize his/ her full potential. In a nutshell, it is dynamic, evolving concept which reflects the continual changes in our society, quality of being literate, and ability to read and write coherently and think critically.

Adult Literacy

As the literacy helps to identify, understand, interpret, create, communicate and compute meaning from and by the use of variety of socially contextual symbols. Similarly, the adult literacy empowers adults and families in the society. It includes those people who lost the chance to get basic education during their childhood (The education is provided to those people who are above the age of 15 years). For an example: suppose the different situations:

1. When applying for a job then you need help for filling out the application.
2. You are unable to understand the warning labels on your prescriptions.
3. You are not able to help your children with their homework.
4. You are struggling to balance your checkbook.

In such situations, the adult literacy classes are designed for those who want to improve their reading, writing and arithmetic skills. Tutoring is confidential and generally

offered on a one- to- one basis. For an example: As each adult student is unique and has different academic needs, therefore, in order to evaluate and place them in the proper level of instruction, they will be assessed by their tutors/ instructors time to time. This allows the tutors/ instructors to develop an educational plan which focuses instruction that's specific to adults. (<http://theliteracycenter.org/students/basic-literacy/> retrieved on dated 12/07/14). One of the components of adult literacy is functional literacy. Functional literacy has the target to get 100 percent literate society in India i.e., to educate whole the masses which is called as 'Mass Literacy'.

Functional Literacy

Functional adult literacy focuses to link literacy to people's livelihoods and needs. It focuses on the skill- specific training in addition to literacy and numeracy and attempts to link the two to show learners how literacy is important and can be used for personal development in their everyday lives. Therefore, 'Functional literacy' can be defined as the literacy which is worthwhile and functional and it can be meaningful only if the literacy skills are retained and applied and contributes to social change (Bhargava, 2008, P. 4) ^[1]. The achievement of functional literacy is self-reliance in reading, writing and arithmetic (numeracy), awareness of the causes of one's deprivation and the ability to move towards amelioration of their condition by organizing and participating in the process of development, acquiring skills to improve the economic status and general well-being and creating an aware and responsible citizen (imbibing values of national integration, communal harmony, conservation of the environment, women's equality, observance of small family norms). Functional literacy enables the literate person not only

to acquire sufficient mastery over the tools of literacy, but also to acquire relevant knowledge which will enable him to pursue his own interests and ends (http://www.en.wikipedia.org/wiki/Literacy_in_India retrieved on dated 18/12/2009). The target group for functional literacy can be anyone above the age of fifteen (above the age of basic literacy, 15- 35 years and above), who had missed the opportunity of formal education during childhood. It includes a large range of people with target specific approach including (i) Men and women, (ii) Older people and youths, (iii) Specific groups of marginalized people such as prison inmates, (iv) Disabled and ethnic minorities etc. (<http://www.unesco.org/uil/litbase/?menu=4&programme=138> retrieved on dated 13/09/2014).

Approaches adopted for mass literacy campaigns for adults

After independence, in the process of institutionalization of the Adult Education Programmes (AEPs) with one model after another, there have been changes in the content and process of literacy and procedures and strategies of adult education from time to time (i.e., each having its own peculiar strategy, methodology, strengths and weaknesses in the area of operation). Thus, the various literacy campaigns have been launched so that every person of the country became 'literate'. These are Basic Literacy Campaign (BLC), Farmers' Functional Literacy Campaign (FFLC), Shramik Vidyapeeth Programme (SVP), National Adult Education Programme (NAEP), Total Literacy Programme (TLC), Post Literacy Programme (PLP), Continuing Education Programme (CEP), National Literacy Mission (NLM) and Saakshar Bharat Mission (SBM)-2012 etc. To achieve the objectives of these programmes, different literacy programmes with various approaches have been launched by National Literacy Mission Authority (NLMA) of India namely:

The Mass Literacy Campaign approaches and programmes:

1. Selective Intensive Approach (SIA).
2. Mass Campaign Approach (MCA).
3. Technocratic Approach.
4. Functional Literacy Programme (FLP):
 - a) Targets and Target Specific Approach
 - b) Flexi Approach
 - c) Volunteer- Based Mass Campaign Approach (VBMCA)
 - d) Centre-Based Approach (CBA)/ Residential Camp Approach (RCA)
 - e) Part- Volunteer Based Approach (PVBA)/ Part Residential Camp Approach (PRCA)
- V. Basic Education Programme (BEP).
- VI. Vocational Education (Skill Development) Programme.
- VII. Continuing Education Programme (CEP).
- VIII. Computer Based Functional Literacy (CBFL) Programme (Mali, 1984, Pp. 17-28)^[17].

The following discussion analyses for these approaches are given in detail.

1. Selective- Intensive (Targeted) Approach

The selective intensive approach helped India to promote literacy intensively among those selected economic regions, occupational groups and age-groups which offer the highest economic returns. Accepting the central role of literacy in the

development process, it made segmental commitments. The selective approach was especially suited to those groups which were easily identified, controlled and motivated for intensive literacy works. The specific needs of these groups were ascertained and purposeful literacy programmes were prepared to meet them. A decisive advantage of the selective approach was that the literacy programmes included training were conducive for occupational and vocational needs. An expert on adult education pointed out that despite the focus on specific objectives, the selective programmes lacked the urgency, the fervor of literacy campaigns and the mass line even when programmes were established all over the country or a region.

The prime examples of selective intensive approaches were Farmers Functional Literacy Programmes (FFLPs) and WEPs. The FFLP, Functional Literacy for Adult Women (FLAW) and Non-Formal Education (NFE) for the Youth in the 60s and 70s were departmental programmes confined to the few Ministries of Education, Agriculture, Information and Broadcasting. Their scope and ambit was limited i.e., no serious efforts were made to achieve nation-wide coverage and promotion of literacy on a universal scale. By eighties, it was realized that the 'selective area approach' to adult education is not effective i.e., the programmes based on selective-intensive approach did not result effectively in learning outcomes and the large segments of population remained illiterate (Bhagia, 1982). The major reasons for the failure of earlier programmes were:

1. Their sectoral and hierarchical approach.
2. The failure to evoke people's participation.
3. The lack of any systematic training for programme functionaries.

The selective intensive approach was compartmentalized with a particular department and this realization had given a way to a paradigm shift from selective intensive approach to mass campaign approach (Bhuraita, 2009, Pp. 14-17)^[3].

2. Mass Campaign Approach

Mass campaign mode was operated in geographical areas without any selection. It set targets and time frames. In a report based on United Nations for Educational, Scientific and Cultural Organization (UNESCO) Commission, it reviewed the twentieth century for national literacy campaigns, where the literacy campaign is defined as, "A mass approach seeks to make all adult men and women in a nation literate within a particular time frame. Literacy is seen as a means to comprehensive sets of ends i.e. economic, social-structural and political". This involved huge resource mobilization and commitment which was impossible to achieve under other conditions. Because of the mass character of this campaign, a large part of the population was able to participate in it as learners or instructors or in one of the many other roles in the literacy classes (Datta, 1993, Pp. 12-16)^[6].

The example of the mass campaign approach is Gram Shikshan Mohim (GSM) in Maharashtra in late 60s where the entire village communities were successfully encouraged to participate in the literacy campaigns. Mass meetings were held in villages. The cooperation of the educated people of the village was elicited and various strategies were designed for the successful implementation of the campaign. When the

GSM was successful in its initial phase then it was replicated in other districts of Maharashtra. The GSM anticipated some of the basic elements of the Total Literacy Campaign (TLC) which were first taken up by the Kerala Shastra Sahitya Parishad (KSSP) in the Ernakulum district of Kerala in 1989. Selective-intensive efforts were followed by the center-based programmes under the National Adult Education Programme (NAEP). The NAEP was visualized by its formulators as a means to bring about a fundamental change in the process of socio-economic development (Bhuraita, 2009, Pp. 14-17)^[3].

3. Technocratic Approach

NLM introduced a new pedagogical approach and it was known as the Improved Pace and Content of Learning (IPCL) for improving the pace and quality of literacy and learning. It was a technocratic approach for imparting literacy, drawing from a number of linguistic methodologies (for examples: synthetic, analytic and eclectic approach). IPCL was not only a method of teaching but an essential approach for launching a successful literacy campaign. It drew useful elements from the previously used methodologies suited to the present adult education programme. It postulated that in order to achieve a creditable and high quality of learning outcomes in a short period of time, there should be certain pre-conditions which should be met before launching the campaign. IPCL approach addressed the problems of slow pace and the poor quality of learning among adult learners. This approach assumed that learning would be better and faster if the learners' motivation sustained through improved material, creating joyful and rewarding learning activities. The key components of the IPCL approach were to include the generation of interest and motivation as well as confidence- building among learners and instructors. This approach envisaged in better learning outcomes in a short period of time (NLM- Report, 2009, Pp, 19-67). IPCL approach adopted in the TLCs had three dimensions:

- a. A package of Core and Locally Relevant Content (LRC) was distributed over a set of 3 graded primers (in the case of Core content the set of primers was functionality, awareness and national values) and the primers were graded on the basis of learning progression from the simple to higher levels of literacy proficiency. Functionality refers to the ability to use literacy skills in daily life as well as life and livelihood skills. Awareness includes critical consciousness of the conditions in which the learners live and work-conditions of deprivation and exploitation. National values include national integration, secularism, democracy, women's equality, small family norms, conservation of environment, inculcation of scientific temper and local self-government (Panchayati Raj). LRC includes health, social and economic issues that have a vital bearing on the well being and quality of life of the learners.
- b. A time line or duration of 200 hours was sanctioned; the 3 graded primers were transacted and completed by the

learners along with the exercises at the end of each lesson and a test after 4 lessons in each primer.

- c. A teaching method was implemented and it was known as the word and sentence/ analytic method (Pundeer, 2008, Pp. 34-39)^[18].

4. Functional Literacy Programme (FLP)

The idea of functional literacy for the illiterates, neo-literates and semi-literates in India was prevalent since from independence but it was not implemented accurately. With the emergence of Saakshar Bharat Mission (SBM) – 2012 for adult literacy, the serious steps were taken once again to literate the masses. In synergy with Government's Umbrella programme of Bharat Nirman, NLM launched a new countryside literacy programme by the name 'Saakshar Bharat' (Literate India) with a particular mission. It is a centrally sponsored scheme of Department of School Education and Literacy (DSEL), MHRD, Government of India (GoI) and launched on 8th September, 2009. The Saakshar Bharat Mission-2012 strives to create a literate society through a variety of teaching learning programmes for non-literate and neo-literate adults in the age group of 15 years and above with prime focus on women.

It entails identification of non-literates through a survey, area wise mapping of their learning needs and imparting them Instructor Based Teaching (IBT) of about 300 hours spread over 3 months or beyond, depending on motivation of the learner and local conditions. Successful completion of the 300 hours of instructional learning enables the learner to read and comprehend unknown text (e.g: news paper headings, road signs etc.), apply skills of writing in day to day activities like writing applications and letters and filling up of application forms and compute simple problems involving multiplication and division. The certificates are issued to every successful learner based on their professional evaluation of learning outcomes. Classes are also convened for such time and venue as suitable to the learners. The various approaches adopted for FLP are as follows:

a. Targets and Target Specific Approach

As the SBM-2012 is based on the census, 2001, the principal target of the mission is to impart functional literacy to 70 million adults. The Auxiliary target of the mission is to cover 1.5 million adults under basic education programme and on equal number under vocational (skill development) education programme. Within these targets, the target specific approach is primarily focusing on, but not limited to, women, Scheduled Castes (SCs), Scheduled Tribes (STs), minorities, other disadvantaged groups and adolescents in rural areas in low literacy states are the other focused groups. It covers the first objective of SBM- 2012 i.e., 'to impart functional literacy to non-literate and non- numerate adults'. There is a specific target for each focused group and area and an explicit approach and strategy for each target. The category wise illiterate targets under literacy programme in millions are shown in table no.

Table 1: The Category- Wise Illiterate Targets under Literacy Programme.

Category	SCs	STs	Muslims	Others	Total
Male (millions)	4	2	2	2	10
Female (millions)	10	6	10	34	60
Total (millions)	14	8	12	36	70
Share (In Percentage)	20.00	11.42	17.11	51.42	100.00

Source: Report on a Centrally Sponsored Scheme, SBM-2012, New Delhi: MHRD, 2009, pp. 29-32. The target specific approach is applied on the following target groups.

1. Women: They are the prime focus and predominant participants in which special priority is given to SCs, STs, minority and other disadvantaged groups in rural areas. The approach is to build women's existing knowledge and levels of their literacy and numeracy. Women are engaged in large numbers as volunteers and instructors to encourage women learners to participate in the programme. The gender, social and cultural barriers that women face are also taken into consideration while designing teaching-learning programmes. Gender perspective is permeating all components of the programme, including the approaches, strategies, planning and management structures, teaching-learning materials and monitoring and evaluation.

2. The SCs, STs and Minorities Groups: They constitute more than 45 percent of India's population and in terms of illiterate population, SCs constitute 20 percent, STs 11.42 percent and minorities and especially Muslims constitute (68.53 percent), another large block of illiterate population. Targets are fixed taking into account not only the share of their total population but also their share of the non-literate population and commensurate resources. SLMAs and other Sub-State level implementing agencies draw special strategies for taking into account their sensitivities and socio-cultural background and share these strategies with NLMA. Monitoring mechanism has an inbuilt feature to maintain a constant watch and highlight the progress made by the learners belonging to these groups while simultaneously taking timely corrective measures to prevent relapse to illiteracy.

3. The Disadvantaged Groups and Adolescents: They have real life needs and to fulfill their needs, camp based instructional programmes, innovative design interventions etc. (for fertility, sexual behavior, planned parenthood etc.) are made more suitable so that they can acquire marketable qualifications, supported by certification. These programmes are the combination of practical training in a skill, vocation and basic education. The Mission is based on the flexi approach to provide room for such innovations.

4. Geographical Area Coverage: This minimize inter and intra regional/state disparities. Inter-state disparities range between 33% and 88%. Intra-state disparities are equally stunning. Nearly, 18 crore non-literate adults were found in these districts. Besides, 33 districts affected with left wing extremism are covered under the Mission irrespective of the existing literacy rate (Bhuraita, 2013)^[5].

b. Flexi Approach: Approaches and strategies for adult education need to keep pace with the rapid changes in socio-

economic realities. Approaches eliminate the cultural and linguistic barriers and co-ordinate literacy with activities essential to daily lives of the people, wherever adopted. Flexi Approach has been applied to Saakshar Bharat Mission - 2012. Though, the Mass Campaign Approach (MCA) is the dominant strategy to achieve the goals of SBM- 2012 and in some cases; Selective Intensive Approach (SIA) is also adopted. The SBM- 2012 discounts a homogenous approach uniformly throughout the country. To ensure that basic literacy is provided through a variety of context specific and group specific approaches, innovation is encouraged and flexibility in sanctioning projects within a broad range of approved costs is exercised. The flexi approach includes the method like: Each One Teach One/ Two (EOTO). EOTO is conceptualized with the premise that the student will select illiterate members mainly from their family, father or mother and relatives or neighbors, it breaths some emotional bonding between the learner and the instructor. This approach is applied only to such persons who are not in position to attend the literacy centers for any reasons. It is also supposed that with the use of this method a student devotes more time when there is less pressure of studies and adjust suitably with the learners' during intensive study period. The EOTO programme respects the learner by working around his/ her schedule and reading and writing about what the learner considers more important. However, sometimes there are pre-requisites to get to the ultimate goal of the learner and certain skills are learnt before a desired goal is achieved. For example, if a learner is interested in learning about sewing, he/ she is told that 'learning simple mathematics is important' and it makes him/ her able to measure and design a well fitted garment (<http://www.cm.ap.gov.in/excmrosaiah/16aug10press.asp> on dated 18-08-2010). These learners are attached with nearest literacy centers for periodic teaching and learning. The flexi approach also includes:

c. Volunteer-Based Mass Campaign Approach (VBMCA): Under this approach, volunteer teaching takes place on a mass scale. A volunteer acts as a mobilizer, trainer and teacher and is responsible for imparting literacy on an average to 8-10 learners. The implementing agency at the operational level is responsible for identification of the potential learners as well as volunteers, their batching and matching, making arrangements for their training and distribution of literacy kits to learners and volunteers. Voluntary Literacy Educators (VLEs)/ VTs are not paid any remuneration. The VTs are motivated through different means including public recognition at different levels and because of their contribution besides other incentives and rewards. Payment of honorarium to literacy educators is also considered by the state governments, Gram Panchayats (GPs) and National

Literacy Mission Authority (NLMA) through any funding source, including donations or Public Private Partnership (PPP), but not from budgetary support of Government of India. State Literacy Mission Authority (SLMA)/ district/ GP are also exploring the possibility of giving motivational incentives to learners in an innovative manner (*Guidance for project formulation: A report on Saakshar Bharat Mission-2012, a centrally sponsored scheme for Mass Literacy Campaign in India, 2009, Pp. 12-29*).

d. Centre-Based Approach (CBA)/ Residential Camp Approach (RCA): This approach depends upon the working of Resident Instructor (RI) and qualified volunteers, not being a resident within a particular village (i.e., instructors are engaged from outside the village or community). They are provided instructional teaching to the learners and assist them in completing basic literacy course. On an average, one RI is required to teach at least 30 learners in a period of one year. Basic educational qualifications, selection procedure and an honorarium for a RI are laid down by NLMA. In this approach, the centers function for about 7- 8 hours every day and individuals/ groups of learners attend the classes for a couple of hours or more, depending on the free time available to them. The instructors are especially chosen for their sensitivity to the issues of gender and caste equality and their commitment to constitutional values of democracy and secularism. The residential camps are organized, especially for adolescents and young adults in the age group of 15-35 years, who have already completed primary education (Standard IV/ V) but later relapsed to illiteracy for want of follow up, those who dropped out of the school system, those who are now too old to rejoin school and those altogether excluded from systematic education. The identified young adults and adolescents are motivated to participate in residential camps, organized at a suitable location in the block with support of a team of Resource Person (RP). Resident camps are organized through Non- Government Organization (NGOs), State Resource Centers (SRCs) and Jilla Saaksharta Samitries (JSSs), provided they have experience and expertise in this field (*Training policy on education: Programme of Action, 2010*)^[23].

e. Part-Volunteer-Based Approach (PVBA)/ Part Residential Camp Approach (PRCA): This approach is suitable for group-specific learners, such as non-literate members of SHGs, women's groups or members of GPs and the persons who may have joined together for a common cause. These camps enable learners to acquire literacy skills of pre-determined levels and simultaneously providing opportunity for discussion and debate on issues relevant to their living and working conditions.

5. Basic Education Programme (BEP)

This programme is designed to achieve the second objective of the programme SBM- 2012 i.e., 'to enable the neo-literate adults to continue their learning beyond the basic literacy and acquire equivalency to formal educational system'. Arrangements are made to enable young adults to continue their learning till they are able to achieve equivalence levels with Grade III, IV, V, VI, VII and VIII and beyond in the

formal school system or through the open learning system. The Open Basic Education Programme (OBEP) initiated by the National Institute of Open Schooling (NIOS) and other Open Schools are taken as the starting point (Handa, 2013)^[12].

6. Vocational Education (Skill Development) Programme

For furtherance of the third objective of the SBM-2012 i.e., 'to equip the non and neo-literates with relevant vocational skill development programme to improve their earning and living conditions'. The suitable skill development training is imparted to those who are having rudimentary levels of education or no education. JSSs are set up under the Scheme for Assistance to Voluntary Agencies (SAVA) for Adult Education and Skill Development (AESD) of DSEL is institutionally networked with the Adult Education Centres (AECs) so that they can impart skill development training as well as literacy linked with vocational training. JSSs, in coordination with the District Implementing Agency (DIA), enlisted neo-literates for appropriate skill development training. Besides specific activities for which a specific budgetary provision is available under the mission, JSSs are utilizing their programme budget to impart vocational skill training. Parallel efforts are being made by the SLMA and DIAs for developing synergies with other agencies in the public as well as private sector for enhancing the opportunities of skill development training at the GP level (Dheer, K. S., Sunder, L., Walia, J. S., Paulrasu, C., Singh, V., & Sharma G., 2010)^[9].

7. Continuing Education Programme (CEP)

It aims at achieving the fourth objective of the SBM- 2012 i.e., 'to promote a learning society by providing opportunities to neo- literate adults for continuing education'. The programme is started in the continuous phases (TLC, PLC and CLP all started at the same time in which the limitations of Total Literacy Campaign (TLC), Post Literacy Campaign (PLC) are also covered). It recognizes the increased demand for learning generated by BLP, Post Literacy Programme (PLP) and the potential need of adult learners to further enhance their skills on their own terms and convenience. The CEP is not for a fixed time frame as in case of the other three programmes. It is organized on a continuous basis. The CEP is providing the facility of a library, reading room and other contemporary ICT devices. Short- term thematic courses like health awareness, food and nutrition, water conservation/ drinking water/ sanitation, population development education issues (Acquired Immuno Deficiency Syndrome- AIDS, sex education, consumer awareness and rights, legal literacy, Right to Information (RTI) or any other topic of interest and relevance to the lives of the learners) are offered under this programme. To implement the programme, 1.70 lakh Lok Shiksha Kendras (LSKs) are established in panchayats of the districts covered under the programme. Existing Continuing Education Centres (CECs) and the Nodal Continuing Education Centers (NCECs) in the districts are not covered under the programme, unless the government of states wishes to run them at their own cost through PPP or otherwise. GPs are also given this offer. Specific approval of NLMA is required to continue an existing CEP under this programme. A Lok Shiksha Kendra acts as a centre for registration of

learners for all teaching learning activities in their jurisdiction. It is the nerve center for literacy campaign including identification of the learners and volunteers. It is also the nodal centre for mass mobilization activities, the technology center and the center for thematic courses on behalf of other departments such as: Agriculture, Animal Husbandry and Veterinary, Fisheries, Horticulture, Sericulture, Handloom, Handicrafts, Health, Education, Rural Development, Urban Development, Women and Child Development, SCs, STs, OBCs welfare, Panchayati Raj and Science & Technology based on local demands. It has a library and reading room, a venue for group discussion, vocational and skill development and extension facility for other departments. It promotes sports and adventure centres, recreational and cultural activities centres, a composite information window and Data centres for adult education (Walia, 2011)^[20].

8. Computer Based Functional Literacy (CBFL) Programme

The CBFL programme is used in the animated graphics and it is found as a voice over to explain that how individual alphabets combine to give structure and meaning to various words? It is designed from the education material developed by the NLM. The CBFL method employed the puppets as the motif in the teaching process. The lessons tailored to fit different languages and even dialects have the focus on reading and writing and are based on the theories of cognition, language and communication. With the emphasis on learning words rather than alphabets, the project addresses the thought processes with the objective of teaching words in a short span of time as possible (Bhuraita, 2009, P. 17)^[9].

Conclusion

The success of the literacy mission depends on creating a social environment conducive to literacy by addressing the whole society; both educated as well as non-educated, especially the women including women in Self Help Groups (SHGs), Panchayati Raj Institutions (PRIs), Community Based Organisations (CBOs) and NGOs. To this end, NLMA launched various major social motivation and mobilization campaigns that propagate the benefits of literacy and handicaps of being non-literate. Multiple strategies are adopted in context to local conditions. All forms of media including print, electronic and folk media are simultaneously harnessed to create positive perceptions about literacy. Information Education and Communication (IEC) materials are designed with the help of State Resource Centres (SRCs) and other agencies.

The events and meetings are organized at village, panchayat and block levels with all stakeholders such as community and political leaders, PRI functionaries, mahila mandals and the educational institutions. A Steering Committee and supporting committee, as decided by NLMA coordinates the campaign at national level. Funds from the management heads besides sponsorships are used for this purpose. To respond to the demand for literacy and address the diverse needs of the non and neo-literate adults, an assortment of teaching-learning programmes, including FLP, BEP, VEP and CEP are now worked as an integrated continuum.

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