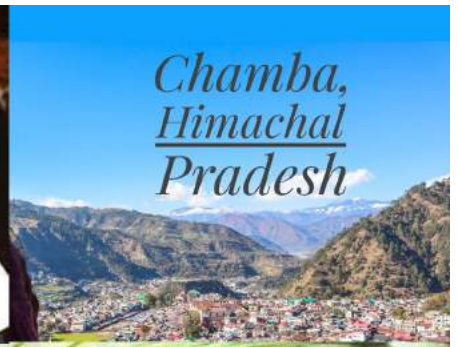




*Chamba,  
Himachal  
Pradesh*



**MASS LITERACY CAMPAIGN AND THE TARGETED  
NEW DELIVERY SYSTEM IN SAAKSHAR BHARAT  
MISSION-2012 IN CHAMBA DISTRICT OF  
HIMACHAL PRADESH**

**Dr. Pallvi Pandit**



**Mass Literacy Campaign and the Targeted  
New Delivery System under Saakshar  
Bharat Mission -2012 in Chamba District of  
Himachal Pradesh**

First Edition

**Author**

Pallvi Pandit



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**Dedicated**  
**To My Husband Late**  
**Dr. Kunal Sharma**



**(04-01-1977 to 03-06-2012)**

***“Those we love don’t go away they walk  
beside us every day Unseen, unheard, but  
always near still loved, still missed and very  
dear”***

## **Preface**

Before and after independence, the various literacy campaigns have been launched in India so that every person of the country became 'literate'. These are Basic Literacy Campaign, Farmers' Functional Literacy Campaign, Shramik Vidyapeeth Programme, National Adult Education Programme, Total Literacy Programme, Post Literacy Programme, Continuing Education Programme, National Literacy Mission and Saakshar Bharat Mission (SBM)-2012. To achieve the objectives of these programmes, different approaches have been used like: Selective Intensive Approach, Mass Campaign Approach, Technocratic Approach and Computer Based Functional Literacy Approach.

The present study deals with SBM-2012 which has been launched only in those districts of the country where the literacy rate was found below 50 percent in order to achieve the targets of Mass Literacy Campaign (MLC) with special focus on females, Scheduled Castes, Scheduled Tribes and other backward classes. Chamba district had been selected for the implementation of SBM-2012 in Himachal Pradesh because it had female literacy rate 48.85 percent according to 2001 census. At present, it has the females' literacy rate above of 62.14 percent according to 2011 censuses. The thesis aimed at evaluation of the process involved in MLC for SBM - 2012 and its various supportive, academic, technical as well as implementing agencies in Chamba district of Himachal Pradesh to explore the progress made in the literacy status, enrolment of learners in the classes, number of successfully declared learners on the basis of their learning outcomes and financial aspects of the campaign at the district level along with analysis of perceptions regarding overall functioning of MLC for SBM-2012 as perceived by the administrators and organizers, field functionaries, community leaders and adult learners (i.e., neo-literates, illiterates and semi-literates).

The chapter one in the present study provides an overall history of literacy campaigns being carried out in India and similarly, in Himachal Pradesh. The chapter two provides a detailed profile of Chamba district of Himachal Pradesh includes its historical, geographical and demographical aspects with its tribes. The chapter three reviews the literature available on literacy campaign in world and India, significance of the study, statement of the problem, objectives of the study, delimitations of the study and

operational definition of the terms used. Chapter fourth is about the research design includes case study method and its application in the present study, sources of data, interview schedules and their development etc. Chapter fifth deals with the evaluation of the process involved in MLC for SBM-2012, provides an overview of State Resource Centre, Shimla for MLC of SBM-2012, a detailed information regarding the organizational and management structure of SBM-2012, the details about the role of Zilla Saaksharta Samity, Chamba and an overview about the views and perceptions of the community leaders and field functionaries working in MLC for literacy movement. Chapter sixth includes summary, main findings, educational implications and suggestions for further research.

Ultimately an attempt has been made for proposing and suggesting ground plan for the launching of next MLC in the coming decades.

**Date:**

 **Pallvi Pandit**

# **Acknowledgment**

It is the glory of God who gives wisdom and whose blessing makes things possible. It was a difficult task to study anything concerning one's own work. Since, it was impossible to complete the research work successfully, ignoring the assistance of many people, really, the research scholar heavily owes to all the concerned. It is therefore, quite customary to write the acknowledgements of a research work. Nevertheless, the words might lack to highlight each and every concerned exponent.

With my boat smoothly sailing to the shores, it is my proud privilege to express my sentiments of everlasting gratitude and respect for my revert teacher and esteemed supervisor Dr. Sudarshana Rana, Chairperson, Department of Education, Himachal Pradesh University, Shimla. Under her umbrella, keen interest, insight, inspiration, critical supervision, personal touch, thought provoking and painstaking guidance which enable me to do this work so as to reach a stage of completeness as present ability.

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I convey my sincere thanks to Prof. M. K. Sharma (Retd. Director, IMS, Himachal Pradesh University, Shimla & at present he is Chairman, State Resource Centre, Shimla) for his valuable assistance in various ways to complete this study. I am extremely thankful to Dr. Om Parkash Bhuraita (Director), Mr. Jiyanand Sharma (Executive Director cum Co-ordinator), Mr. Satyawan Pundeer (Co-ordinator), State Resource Centre, Shimla & Mr. Bhanu Sharma (District Co-ordinator), SBM-2012, Chamba whose suggestions have been of great help in bringing the thesis in shape.

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Kumar, Department of Commerce and Management, ICDEOL, Dr. Baldev Singh Negi (Project Officer), Institute of Integrated Himalayan Studies, Himachal Pradesh University, Shimla, Mrs. Kaamakshi Krishan (Retd. Principal), Kendriya tfidyalaya Jakhuhills, Shimla and all the teachers of Department of Education, Himachal Pradesh University, Shimla for their insightful comments in the initial phase of study. The research scholar wishes to extend her deepest appreciation to the members of the Research Degree Committee in Education of Himachal Pradesh University, Shimla, for their valuable aids, suggestions and critical evaluation of the project outline, which gave immense confidence to successful completion of the study.

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**Date:**



**Pallvi Pandit**



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## **Abbreviations**

<b>3R's</b>	: Reading, Writing and Arithmetic
<b>ACE</b>	: Adult and Continuing Education
<b>AEA</b>	: Adult Education Act
<b>AEC</b>	: Adult Education Centre
<b>AESD</b>	: All India Adult Education Conference
<b>AEP</b>	: Adult Education Programme
<b>AIAEC</b>	: All India Adult Education Conference
<b>AIDS</b>	: Acquired Immuno Deficiency Syndrome
<b>AIPSN</b>	: All Indian People's Science Network
<b>ALP</b>	: Adult Literacy Programme
<b>ARA</b>	: Action Research Area
<b>BCS</b>	: British Cohort Study
<b>BDC</b>	: Block Development Centre
<b>BDO</b>	: Block Development Officer
<b>BEP</b>	: Basic Education Programme
<b>BGVS</b>	: Bhartiya Gyan Vigyan Samity
<b>BIMARU</b>	: Bihar, Madhya Pradesh, Andhra Pradesh, Rajasthan and Uttar Pradesh
<b>BLC</b>	: Basic Literacy Campaign
<b>BLP</b>	: Basic Literacy Programme
<b>BLSS</b>	: Block Lok Shiksha Samity
<b>BP</b>	: Block Panchayat
<b>BPEO</b>	: Block Primary Education Officer
<b>BPL</b>	: Below Poverty Level
<b>BRC</b>	: Book Reading Campaign



<b>BRC</b>	: Block Resource Centre
<b>BSS</b>	: Block Saaksharta Samity
<b>CABE</b>	: Central Advisory Board of Education
<b>CBA</b>	: Centre Based Approach
<b>CBFL</b>	: Computer Based Functional Literacy
<b>CBO</b>	: Community Based Organization
<b>CCF</b>	: Core Curricular Framework
<b>CD</b>	: Compact Disc
<b>CDAE</b>	: Central Directorate of Adult Education
<b>CE</b>	: Continuous Education
<b>CEC</b>	: Continuous Education Centre
<b>CEO</b>	: Chief Executive Officer
<b>CEP</b>	: Continuing Education Programme
<b>CEPP</b>	: Continuing Education Programme Phase
<b>CHT</b>	: Centre Head Teacher
<b>CHT</b>	: Centre for Health Transformation
<b>CMM</b>	: Corporate Managerial Model
<b>CSC</b>	: Common Service Centre
<b>DAE</b>	: Directorate of Adult Education
<b>DAEO</b>	: District Adult Education Officer
<b>DAEP</b>	: District Adult Education Plan
<b>DC</b>	: Deputy Commissioner
<b>DEEL</b>	: Department of Elementary Education and Literacy
<b>DG</b>	: Director General
<b>DIA</b>	: District Implementing Agency
<b>DIET</b>	: District Institute of Education and Training

<b>DM</b>	: District Magistrate
<b>DRC</b>	: District Resources Centre
<b>DRDA</b>	: District Rural Development Authority
<b>DRU</b>	: District Resource Unit
<b>DRG</b>	: District Resource Group
<b>DSEL</b>	: Department of School Education and Literacy
<b>DSSA</b>	: Delhi Sarva Shiksha Abhiyan
<b>EA</b>	: Executive Agency
<b>EO</b>	: Executive Officer
<b>EC</b>	: Expert Committee
<b>EFA</b>	: Education for all Assessment
<b>EOTO</b>	: Each One Teach One
<b>ERIC</b>	: Education Resources Information Centre.
<b>EWLP</b>	: Experimental World Literacy Programme
<b>FFLC</b>	: Farmers' Functional Literacy Campaign
<b>FFLP</b>	: Farmers' Functional Literacy Programme
<b>FLAW</b>	: Functional Literacy for Adult Women.
<b>FLP</b>	: Functional Literacy Programme
<b>FRS</b>	: Family Resource Survey
<b>GC</b>	: General Council
<b>GDP</b>	: Gross Domestic Product
<b>GO</b>	: Government Organization
<b>GOHP</b>	: Government of Himachal Pradesh
<b>GOI</b>	: Government of India
<b>GP</b>	: Gram Panchayat
<b>GSM</b>	: Gram Shikshan Mohim

<b>GVS</b>	: Gyan Vigyan Samity
<b>HALS</b>	: Health Activities Literacy Scale
<b>HGVS</b>	: Himachal Gyan Vigyan Samity\
<b>HIV</b>	: Human Immuno Deficiency Virus
<b>HIRM</b>	: Human Resources Minister
<b>HT</b>	: Head Teacher
<b>HVM</b>	: Himachal Vigyan Manch
<b>IALS</b>	: International Adult Literacy Survey
<b>IBT</b>	: Instructor Based Teaching
<b>ICT</b>	: Information, Communication and Technology
<b>IEC</b>	: Information, Education and Communication
<b>IES</b>	: Indian Education Society
<b>IFS</b>	: Indian Forest Services
<b>IPCL</b>	: Improved Pace and Content of Learning
<b>IRDP</b>	: Integral Rural Development Programme
<b>IPHD</b>	: Irrigation and Public Health Department
<b>ITC</b>	: Information, Training and Learning
<b>JCK</b>	: Jan Chetna Kendra
<b>JE</b>	: Junior Engineer
<b>JNNURM:</b>	Jawaharlal Nehru National Urban Renewal Mission
<b>JRY</b>	: Jawahar Rozgar Yojna
<b>JSK</b>	: Jan Shiksha Kendra
<b>JSS</b>	: Jan Shikshan Sansthan
<b>JVA</b>	: Jan Vachan Andolan
<b>KSSP</b>	: Kerela Shastra Sahitya Parishad
<b>KVK</b>	: Krishi Vigyan Kendra

<b>LAC</b>	: Literacy Anganwari Centre
<b>LAW</b>	: Literacy Anganwari Worker
<b>LP</b>	: Literacy Programme
<b>LRC</b>	: Locally Relevant Content
<b>LSK</b>	: Lok Shiksha Kendra
<b>MCA</b>	: Mass Campaign Approach
<b>M.ED</b>	: Master of Education
<b>MHRD</b>	: Ministry of Human Resources and Development
<b>MHUPA</b>	: Ministry of Housing and Urban Poverty Alleviation
<b>MIS</b>	: Management Information System
<b>MLC</b>	: Mass Literacy Campaign
<b>MNREGA</b>	: Mahatma Gandhi Rural Employment Gurantee Act
<b>M.Phil</b>	: Master of Philosophy
<b>MRG</b>	: Management Resource Group
<b>MSP</b>	: Mahila Samakhya Programme
<b>MSW</b>	: Master of Social Work
<b>MTA</b>	: Mother Teacher Association
<b>NAEP</b>	: National Adult Education Programme
<b>NBT</b>	: National Book Trust
<b>NCDS</b>	: National Child Development Study
<b>NCES</b>	: Nodal Continuing Education Centre
<b>NCERT</b>	: National Council of Educational Research and Training
<b>NFE</b>	: Non-Formal Education
<b>NGO</b>	: Non-Government Organization
<b>NIAE</b>	: National Institute of Adult Education
<b>NIEPA</b>	: National Institute of Educational Planning and Administration

<b>NIOS</b>	: National Institute of Open Schooling
<b>NLM</b>	: National Literacy Mission
<b>NLMA</b>	: National Literacy Mission Authority
<b>NLMT</b>	: National Literacy Mission Test
<b>NLRC</b>	: National Literacy Resource Centre
<b>NPE</b>	: National Policy on Education
<b>NRC</b>	: National Resource Centre
<b>NREGA</b>	: The National Rural Employment Guarantee Act
<b>NREGS</b>	: The National Rural Employment Guarantee Scheme
<b>NRG</b>	: National Resource Group
<b>NREGA</b>	: The National Rural Employment Guarantee Act
<b>NREGS</b>	: The National Rural Employment Guarantee Scheme
<b>NRG</b>	: National Resource Group
<b>OBC</b>	: Other Backward Class
<b>OBE</b>	: Open Basic Education
<b>OECD</b>	: Organizations for Economic Cooperation and Development
<b>OLS</b>	: Open Learning System
<b>OSN</b>	: Open School Norms
<b>PAC</b>	: Project Approval Committee
<b>PDP</b>	: Public Discourse Programme
<b>PEDW</b>	: Population Education Development Wing
<b>PH.D</b>	: Doctor of Philosophy
<b>PL</b>	: Post Literacy
<b>PLC</b>	: Post Literacy Campaign
<b>PLP</b>	: Post Literacy Phase

<b>PLP</b>	: Post Literacy Programme
<b>PLSS</b>	: Panchyat Lok Shiksha Samity
<b>PMSP</b>	: Panchyat Mahila Saaksharta Purusker
<b>PPP</b>	: Public Private Partnership
<b>PPP</b>	: Public Public Partnership
<b>PRCA</b>	: Part Residential Camp Approach
<b>PRI</b>	: Panchayati Raj Institution
<b>PRIA</b>	: Participatory Research in Asia
<b>PRMDS</b>	: Panchayati Raj Moral Development Scheme
<b>PRO</b>	: Public Relation Officer
<b>PS</b>	: Panchayat Samity
<b>PSM</b>	: People's Science Movement
<b>PVBA</b>	: Part Volunteer Based Approach
<b>RCA</b>	: Residential Camp Approach
<b>RFLP</b>	: Rural Functional Literacy Programme
<b>RGVK</b>	: Rajkiya Gyan Vigyan Kendra
<b>RI</b>	: Resident Instructor
<b>RLM</b>	: Rural Library Movement
<b>RP</b>	: Resource Person
<b>RRC</b>	: Regional Resource Centre
<b>RSG</b>	: Resource Support Group
<b>RSK</b>	: Rashtriya Saksharta Kosh
<b>RTE</b>	: Right to Education
<b>RTI</b>	: Right to Information
<b>SAEP</b>	: State Adult Education Programme
<b>SAVA</b>	: Scheme for Assistance to Voluntary Agencies

<b>SBM</b>	: Saakshar Bharat Mission
<b>SC</b>	: Scheduled Caste
<b>SCERT</b>	: State Council of Educational Research and Training
<b>SDAE</b>	: State Directorate of Adult Education
<b>SHG</b>	: Self Help Group
<b>SIA</b>	: Selective Intensive Approach
<b>SLMA</b>	: State Literacy Mission Authority
<b>SOS</b>	: State Open School
<b>SSA</b>	: Sarva Shiksha Abhiyan
<b>SRC</b>	: State Resource Centre
<b>ST</b>	: Scheduled Tribe
<b>STBS</b>	: State Text Book Society
<b>SVP</b>	: Shramik Vidyapeeth Programme
<b>TEC</b>	: Tertiary Education Commission
<b>TLC</b>	: Total Literacy Campaign
<b>TLM</b>	: Total Learning Material
<b>TLP</b>	: Total Literacy Phase
<b>TQM</b>	: Total Quality Management
<b>TRYSEM</b>	: Training of Rural Youth for Self Employment
<b>TSD</b>	: Total Sanitation Drive
<b>TV</b>	: Television
<b>UC</b>	: Utilization of Certificate
<b>UGC</b>	: University Grant Commission
<b>UK</b>	: United Kingdom
<b>UKFES</b>	: United Kingdom Family Expenditure Survey
<b>UKNCDS</b>	: United Kingdom National Child Developmental Survey

- UNESCO** : United Nations Educational, Scientific and Cultural Organization.
- UNICEF** : United Nations International Children’s Emergency Fund
- US** : United States
- USNALS** : United State National Adult Literacy Survey
- USSR** : Union of Soviet Socialist Republics
- UT** : Union Territory
- VBMCA** : Volunteer-Based Mass Campaign Approach
- VEC** : Village Education Committee
- VEP** : Vocational Education Programme
- VLE** : Voluntary Literacy Educator
- VO** : Voluntary Organisation
- VT** : Volunteer Teacher
- WEP** : Workers' Education Programme
- ZLSS** : Zilla Lok Shikha Samity
- ZP** : Zilla Parishad
- ZRP** : Zonal Resource Person
- ZSS** : Zilla Saksharta Samity





## About the Author



**Dr. Pallvi Pandit is a committed educationist, social activist, Principal, Rayat Bahra College of Education, Bohan, Hoshairpur, Punjab. She is Ph.D. (Education), M.Phil. (Education), M.A. (Sociology), M.Ed. General, M.Sc. Mathematics, B.Ed. (Teaching of Mathematics & Physical Science), B.Sc. Non- Med & Pursuing MBA, HPU Shimla with 17 years of teaching as well as academic administration experience at leading Himachal Pradesh and Punjab academic institutions. She is teaching students from various social and cultural backgrounds, possessing excellent administrative, verbal communication and written skills along with constructive and effective teaching methods that promote a stimulating learning environment. She has an experience as a Research Director for availing research grants from Govt. Bodies, CSR, involved in the research and assessment of students' course work and material, affiliation and startup of new courses, aware of curriculum developments, set up of examinations and the marking of results, organizing lectures and supervising seminars, co-curricular activities and tutorials, providing mentoring, advice and support to students on a personal level. She is Coordinator in different committees namely, Research and Extension, Morning Assembly, Sanjeevani Club, Yoga Shibir, Red Ribbon Club, Guidance and counseling cell, Cultural Club etc. She provides free education to the poor and helped in renovating a few Temples and Gurudwaras. She has 57 international and 6 national publications, 3 books to her credit and presented 69 several research papers at various conferences and seminars conducted both nationally and internationally. She is editor in various international journals. She has been invited as a resource person by various colleges and renowned institutions. She has various hobbies like sports, singing, dance, painting, gardening etc. which she enjoys to relax after her work.**



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