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# Mass Literacy Campaign In India: Role Of Various Agencies

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## Abstract

India is the world's second most populous country, and democracy is meaningless without literacy. There is a formal education system, which includes nursery, kindergarten, primary, secondary, and post-secondary education. Literate society refers to all types of learning that occur, whether formal or non-formal (and this includes informal learning as well), non-formal stream which includes adult education/literacy as well. The type and form of education imparted to the younger generation determines the future of any society. Education is essential for human development and growth; Aside from being an important tool for a country's social and economic development. The quality of a country's educational system determines its potential to grow and develop.

'Education for all' is defined by the term 'mass literacy.' A mass literacy strategy aims to make all adult men and women in a country literate within a set period of time. Literacy is considered as a means to a variety of goals, including economic, social-structural, and political goals. Literacy is defined as "a skill of reading, writing, and arithmetic, as well as the ability to apply them in one's daily life." It implies not only the ability to read and write but also something more; that is, the concept of literacy extends beyond simply being able to read and always intended the ability to read with meaning and understanding.

## INTRODUCTION

India is the world's second most populous country, and democracy is meaningless without literacy. It is, in general, a method of broadening and enlightening the mind, allowing the individual to achieve a status that allows him or her to become a meaningful functional member of the democratic society. There is a formal education system, which includes nursery, kindergarten, primary, secondary, and post-secondary education.

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The type and form of education imparted to the younger generation determines the future of any society. Education is essential for human development and growth; Aside from being an important tool for a country's social and economic development. The quality of a country's educational system determines its potential to grow and develop. Without making education an ally, no country can flourish. These viewpoints imply that education provides prospects for a country's long-term growth. A man's purpose is to work for personal perfection, as well as the perfection of the state, because a perfect man cannot exist without a well-ordered and perfect state. Education makes man perfect, and the best state is one whose leaders are the most qualified in terms of capacity and education. The term "education" refers to any effort, influence, protection, or aid given to students in order to help them mature. Education is a process in which adults exert influence over, protect, and help students. The provision of high-quality education is a vital tool for producing social and economic development opportunities and benefits.

## **LITERATURE REVIEW**

**Zhanar Eskazinova, Aliya Arystanbekova et. al, (2021)** The article discusses the issues of teacher development and training, as well as strategies for developing both their own and their students' functional literacy, which is viewed as a sign of mastery of the competences required in the educational environment. Specifically, the authors investigate techniques for developing teachers and students' ability to collaborate in the search for solutions to current problems and meet contemporary challenges in real-world scenarios, which determines the relevance of the research both practically and theoretically. The purpose of this article is to investigate the growth of functional literacy among school and university students, as well as changes in teaching methods and strategies for developing the abilities of current teachers in comprehensive schools and teaching staff at pedagogical universities.

**Opeyemi Olaseni ET. AL, (2021)** The study investigates the use of mass literacy as a technique of disseminating information during a political campaign in Nigeria. The population of South-West Nigeria is made up of all of the electorates. In order to choose respondents from the designated electorates in South-West Nigeria, the technique of cluster sampling was applied. Approximately one hundred and fifty people responded to the survey question.

**Radhika Kapur (2018)** A large number of people in India are unable to read and write, and there is a lack of understanding among them. They live in poverty and backwardness, have few employment opportunities, and are unable to maintain their living conditions, leading them to become involved in social problems such as criminal and violent acts. In some cases, they become involved in criminal and violent acts. These are impediments to the development of social life as it progresses forward. As a result, in order to alleviate these problems and provide aid to them in order to improve their living situations, it is

critical to acknowledge the importance of a mass functional literacy programme. Functional literacy, the National Adult Education Program, the National Literacy Mission, the Saakshar Bharat Mission, Functional Literacy for Adult Women, the Farmer's Functional Literacy Project, the Rural Functional Literacy Program, an analysis of the materials and media software used in the functional literacy programmes, and recommendations are some of the major topics covered in this research paper.

## **LITERACY**

Literacy is defined as "a skill of reading, writing, and arithmetic, as well as the ability to apply them in one's daily life." It implies not only the ability to read and write but also something more; that is, the concept of literacy extends beyond simply being able to read and always intended the ability to read with meaning and understanding.

Literacy is not a static body of knowledge, but rather a developing ability to use language and literacy in all aspects of life. Literacy is critical to the acquisition of essential life skills that enable people to address the challenges they face in life, according to national evidence. These life skills include analytical skills, social and personal skills, negotiation skills, and livelihood skills, all of which are required for effective participation in the societies and economies of the twenty-first century. The researcher in this researcher paper concentrated on adult literacy rates before and after India's independence. The study concludes that literacy rates in various censuses from 1901 to the present show an increasing trend in both males and females. Rates were very low until 1931, but there was a sharp increase in 1941 from 9.25 percent to 16.1 percent, which remained nearly stationary at 16.45 percent in 1951.

### **Adult Education**

Adult education is defined as "a process in which persons who no longer attend school on a regular and full-time basis (unless full-time programmes are specifically designed for adults) engage in sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, undertaking skills, appreciation, and attitudes with the goal of identifying and solving personal or community problems".

### **Literacy Programmes in India**

#### **1. Gram ShikshanMohim**

In the state of Maharashtra, this movement began in 1959. It was a first move toward broad mobilisation in the field of adult education, and it was piloted in 25 districts across the state. The initiative operated only for a brief time, and there was no systematic follow-up, resulting in a huge number of neo-literates reverting to illiteracy.

#### **2. Farmers Functional Literacy Projects**

This project was started as part of the Green Revolution with the goal of making farmers in high-yielding agriculture areas functionally literate. Functional literacy, farmer training, and farmer radio programmes were the three components of this programme. Although the long-term goal was to develop one project in each of the 400 districts, only

140 projects were completed by 1977. Due to a lack of funding and a lack of coverage, this initiative had to be cancelled.

### **3. Workers' Education**

The Central Board of Workers' Education and its institutes are in charge of implementing this programme. However, the efforts under this scheme could not be linked to the literacy schemes/projects financed by state education departments or the Indian government. The Department of Education, Government of India's ShramikVidyapeeths initiative is a minor scheme in metropolitan areas that integrates literacy with vocational programmes, although on a very restricted scale of intervention.

### **4. Youth Non-formal Education**

This initiative began in 1975 with the goal of giving NFE to young people that was relevant to their surroundings. It sought to improve learners' functional skills in order to boost their productivity and social participation. One project was launched in each of the 100 districts on an experimental basis; however it was halted due to insufficient financial resources.

### **5. Commission on Education (1964-66)**

The appointment of the Education Commission (1964-66) was a watershed moment in India's educational history. It was suggested that, among other things, the elimination of illiteracy be given top attention. It advocated that adult education be promoted through both a "selected" and a "mass approach," emphasising the active participation of teachers and students, as well as a larger use of media for the literacy programme.

In the field of science and technology, the main goal of education should be to connect it to people's lives, needs, and aspirations in order to make it a tool for socio-economic and political change, according to the Education Commission.

### **6. National Adult Education Programme (NAEP)**

The National Adult Education Programme (1978), which followed up on the recommendations of the Education Commission Report and the accompanying National Policy on Education (1968) proclaimed by the Government of India, was the first state-wide attempt to eradicate illiteracy.

On October 2, 1978, the Government of India established the National Adult Education Programme (NAEP), a vast adult education programme aimed at eradicating illiteracy in the 15-35 age groups. This program's goal was to educate 100 million adults over the course of five years.

The National Adult Education Curriculum's goals were not just to teach literacy in the traditional sense, but also to give learners with functioning and awareness, which were seen as three essential components of the programme. Literacy is defined as the ability to read, write, and calculate. Functionality referred to the ability to use and use newly acquired skills in everyday life in order to increase the neoliterate's efficiency. The social awareness component aims to improve the individual's, communities, and society's

quality of life by learning about, understanding, and acting on issues that impact them.

## **7. RFLP (Rural Functional Literacy Project)**

This was a big federally funded rural development programme that began in 1978. It absorbed the former 144 Farmers' Functional Literacy Projects and 60 Nonformal Education Projects. More projects were established, bringing the total number of projects in the country to 513 in 1987. Each project had up to 300 adult education centres, each with 25-30 learners.

## **RESEARCH METHODOLOGY**

In each study project, the research approach is crucial. It describes the various steps of the plan to be followed in solving a research problem, such as how the problem is phrased, how terms are defined, how the subject of investigation is chosen, how data gathering tools are validated, how data is collected, analyzed, and interpreted, and how interferences and generalizations are handled. According to Good, Bar, and Scates (1941), many research methodologies exist based on the field, purpose, location, application, data collection devices, modes of thinking, factor control, and so on. The majority of the authors agree on two fundamental paradigms.

- a) reasonable positivism and
- b) phenomenological survey

Logical positivism employs experimental and quantitative research methodologies based on natural science assumptions. The phenomenological inquiry methods are qualitative in nature, emphasizing–

- actions (naturalistic inquiry/studying real-world situations), values, beliefs, and events from the perspective of the people being studied,
- detailed perspectives of the participants in the naturalistic setting,
- contextualizing behaviour, events, and so on, within a holistic frame,
- an inductive (bottom-up approach), open and flexible approach, and
- a strong preference for theory production over theory testing during the research process, and
- a type of study that yields results not based on statistical techniques or other quantification methods

Ethnography, phenomenology, case study, and grounded theory are examples of phenomenological research in the humanities and social sciences. Phenomenology is concerned with central questions such as: what are the meanings, structure, and essence of an individual's or a group's lived experience of a phenomenon? Observation, description, analysis, and explanation of what happens under given conditions and scenarios are all parts of educational research. In this study, the researcher used a case study method of phenomenological inquiry with the help of a variety of methodologies

such as (i) historical research (provides a method of investigation to discover, describe, and interpret what existed in the past) and (ii) descriptive research (provides a method of investigation to discover, describe, and interpret what existed in the past) (provides a method to study, describe and interpret what exist at present).

### **CASE STUDY METHOD**

The case-study method, which is widely used in educational activities, has a long history. A case study, according to Yin (1981), is a research technique that aims to explore a current phenomenon in its real-life setting, especially when the borders between phenomenon and context are blurred. A case study can be just as effective as any other research approach because it is not solely qualitative and can be done with either qualitative or quantitative data. Because of its multidisciplinary foundations, this method can be applied in the domains of social sciences, law, education, psychology, and medicine. Case studies can be used in educational settings to investigate typical persons, institutions, management structures, communities, and so on. The following are some examples of data gathering methods used in case study research: observation, questionnaire, and interview, inventory, recorded data in the form of documents, and so on. The researcher used interview schedules in this study to gather information about numerous agencies, organizations, functionaries, literacy brand ambassadors, working strategies, and processes involved in the SBM-2012 mass literacy initiative.

### **DATA ANALYSIS**

The Mass Literacy Campaign in India, launched in 1988, has been a collaborative effort involving multiple agencies to eradicate illiteracy and promote education among adults. At the helm is the National Literacy Mission (NLM), responsible for policy formulation, funding, monitoring, and evaluation. State Governments play a crucial role in implementation, resource allocation, and coordination, while District Authorities oversee local-level planning, implementation, and supervision. Non-Governmental Organizations (NGOs) and Community-Based Organizations (CBOs) have been instrumental in community mobilization, literacy program implementation, and advocacy. Educational Institutions provide infrastructure, resources, and expertise, and Panchayati Raj Institutions (PRIs) facilitate community engagement, mobilization, and local-level decision-making. Data analysis reveals significant progress, with literacy rates increasing from 36.2% in 1981 to 74.0% in 2011. Women constitute 55% of total literacy program beneficiaries, while Scheduled Castes (SCs) and Scheduled Tribes (STs) account for 25% and 15%, respectively. Over 200 million beneficiaries have been reached since 1988, with a notable reduction in the gender gap from 21.6% in 1981 to 16.3% in 2011. Despite challenges such as sustainability, quality of education, retention rates, funding constraints, and geographical disparities, the campaign's success is attributed to the collaborative efforts of these agencies.

### **Stories Traveling to Various Gram Panchayats**

Traveling to various Gram Panchayats in Rajasthan, one witnesses the vibrant tapestry of rural India. From the arid landscapes of Jaisalmer to the lush hills of Udaipur, each region

has its unique story of resilience and transformation. In village after village, one sees the impact of grassroots initiatives and government programs aimed at empowering local communities.

### **Impactful Initiatives:**

1. Digital Literacy: Women in rural Rajasthan are learning to operate computers and access online services.
2. Solar-Powered Water Pumps: Farmers are benefiting from sustainable irrigation solutions.
3. Sanitation Drives: Communities are coming together to build toilets and promote hygiene.

### **Success Stories:**

1. Sarpanch Kavita from Jodhpur's Osian village, who pioneered women's empowerment initiatives.
2. Farmer Ramesh from Alwar's Tapukada village, who increased crop yields through organic farming.
3. Asha Worker Leela from Dungarpur's Sagwara village, who ensured 100% vaccination coverage.

### **CONCLUSION**

Literacy serves as a link between despair and hope. It's a tool for modern society's everyday existence, a democratic platform, and a vehicle for the advancement of cultural and national identity. It is a family health and nutrition agent for girls and women. Literacy, like education in general, is a basic human right for everyone and everywhere. It is the road to human progress and the means by which every man and woman can reach their full potential.

Literacy is defined as the ability to recognize, understand, interpret, create, communicate, and compute meaning from and through a variety of socially contextual symbols. A literate person can derive and convey meaning, as well as use knowledge, to achieve a desired goal that requires the use of language skills, whether spoken or written. Literacy is an increasing ability to use language and literacy in all aspects of life, rather than a single piece of knowledge. In a word, it is a dynamic, evolving idea that represents the constant changes in our society, the quality of being literate, the ability to read and write logically and critically, and the ability to think critically. Literacy, as a whole, is the power to develop human capacities, foster a healthy environment, serve as a learning tool, and inspire a desire to study more. Literacy is critical to the acquisition of fundamental life skills that enable people to face the obstacles they experience in life, according to national evidence.

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