CHAPTER – IV
Methodology

1. Sources of data
2. Tools and techniques used
3. Preparation of tools
4. Locale of the Study
5. Literacy Programmes in West Godavari District
6. Aspects/issues of Adult Education programmes
7. Sample Population
8. Collection of data
9. Coding and Tabulation of Data
10. Statistical techniques used
4. Methodology

The Chapter -IV deals with the method of investigation which include Sources of data, Tools and techniques used in the study, Preparation of tools, Locale of the study of literacy programmes implemented in the chosen district. Aspects/issues of Adult Education programmes, Selection of sample population, Collection of the data and analyses of the data. The statistical techniques employed in the study are also presented in this chapter.

4.1 Sources of data (Primary and Secondary)

The data collected for the study are from both secondary and primary sources. Data from secondary sources at the district, state and national level were collected. The documents include: Census of India, District Hand Books (Bureau of Statistics and Economics), Evaluation and status reports, Minutes of Review Meeting, Published books etc. Policy documents on various adult education programmes, Reports of Government of India and State Government produced on various occasions were used. Primary data was collected by developing the tools such as questionnaire, focus group discussions and individual interviews.

4.2 Tools and techniques used

In order to fulfill the set objectives, the researcher has used a mix of both quantitative and qualitative research instruments. Since the study needed more intensive and in-depth understanding, the tools like Semi-structured questionnaire and guide points for Focus Group Discussions (FGDs) were used. All these tools provided critical view points of the functionaries on the programmes. Similarly field observations and participation in the review meetings helped in understanding different strategies of the programmes and arriving at conclusions on the functioning of programmes concerned. They were piloted tested in the field before finalizing and adopting in the Study. Content validity of the tools was established by taking suggestions of experts and functionaries involved in the programmes. Thus the tools possessed content validity.
4.3 Preparation of tools

As stated earlier, two types of tools were developed. They include: Semi-structured open ended questionnaire and guide points for Focus Group Discussions (FGDs). The questionnaire was prepared for collection of information relating to different components of literacy programmes, which include administrative, pedagogical, motivational and financial aspects from selected sample population. It was standardised by discussing with the subject experts and field level functionaries. Similarly, guide points were prepared for focus group discussions.

4.3.1 Preparation of Questionnaire

The questionnaire consists of two parts. Part – A contains personal information such as name, gender, age and experience. Part-B contains the information relating to details of four selected programmes, which were implemented in the district. Further it contains their opinion on components such as administrative structure, pedagogical strategies adopted, motivational and financial issues of different literacy programmes. Space was provided to enlist the positive and negative aspects of each programme. Information relating to overall impression on the approaches of each programme and suggestions for the improvement of the prospective literacy programmes to be launched in the district/state was also sought.

4.3.2 Guide Points for Focus group discussion

The guide points contain 12 items. The items include the experience of functionaries, their satisfaction on the work, administrative structure of the literacy programmes concerned and the present on-going programme, methods and materials used and their rating, motivation and mobilisation strategies adopted in adult literacy programmes concerned as well as the type of incentives provided under each programme. The guide points also include the aspects such as successful approaches or the less effective ones as well as suggestions for strengthening the prospective programmes in the district (vide Annexures –VIII).

4.4 Locale of the Study

The study was conducted in West Godavari District of Andhra Pradesh. The district was selected for the study because of the following reasons:
1. In comparison with other districts in the state, where the literacy programmes were implemented, it was found that West Godavari District was one of the best implemented districts.

2. There were various approaches such as centre based, group based, mass campaigns, etc., adopted under different literacy programmes in the state. The district administration has followed all the approaches in toto in the implementation of the selected literacy programmes.

3. All the adult literacy programmes launched in the State were implemented continuously in the district.

4. The district administration won the National award for its performance in adult literacy during the period from 1991 to 2001.

5. The researcher is quite familiar with the District and well acquainted with the implementation of the literacy programmes in the district.

4.4.1 Profile of West Godavari District

The district is geographically divided into three zones viz., the delta, the upland or plateau and agency. The total area of the district is 7742 sq.km which constitutes 2.8 per cent of area in the State. The population of the district is 39,36,966 which count for 5.01 per cent of the State population (as per 2011 census) and ranks 4th in the State. The annual growth rate of the population is 0.79 per cent. Up to 1925, this district remained as part of Krishna and Godavari districts. West Godavari district ranks 2nd place in literacy next to Hyderabad in the State. The male, female ratio of this district was 992 persons for every 1000 population and ranks 6th in the State.

4.4.2 Status of Literacy in West Godavari district

Among all the districts in the State, West Godavari district stands 1st in terms of rural literacy and 1st position in female literacy excluding Hyderabad district. The growth of literacy in West Godavari district is presented Table – 4.1
Table 4.1
Growth of Literacy Rate and Population of West Godavari District from 1901 to 2011.

<table>
<thead>
<tr>
<th>Year</th>
<th>Literacy Rate</th>
<th>Annual Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>1901</td>
<td>4.84</td>
<td>9.07</td>
</tr>
<tr>
<td>1911</td>
<td>6.28</td>
<td>11.19</td>
</tr>
<tr>
<td>1921</td>
<td>6.52</td>
<td>10.89</td>
</tr>
<tr>
<td>1931</td>
<td>8.93</td>
<td>14.71</td>
</tr>
<tr>
<td>1941</td>
<td>--</td>
<td>-</td>
</tr>
<tr>
<td>1951</td>
<td>21.09</td>
<td>28.13</td>
</tr>
<tr>
<td>1961</td>
<td>30.76</td>
<td>38.12</td>
</tr>
<tr>
<td>1971</td>
<td>34.41</td>
<td>40.45</td>
</tr>
<tr>
<td>1981</td>
<td>37.61</td>
<td>43.58</td>
</tr>
<tr>
<td>1991</td>
<td>53.68</td>
<td>59.75</td>
</tr>
<tr>
<td>2001</td>
<td>73.95</td>
<td>78.43</td>
</tr>
<tr>
<td>2011</td>
<td>74.63</td>
<td>77.92</td>
</tr>
</tbody>
</table>

Source: Various issues of Census of India

4.5 Literacy Programmes in West Godavari District

The literacy programmes implemented during the last 30 years in the district are described in this unit.

4.5.1 National Adult Education Programme (NAEP)

NAEP was introduced in 1979 in West Godavari District with starting of one Adult Education Project at Ganapavaram, one of the 18 Rural Functional Literacy Projects (RFLPs) in the State. Later, the programme was implemented in Bhimadolu, Chintalapudi, Buttayagudem, Koyyalagudem and Polavaram Blocks in the subsequent years. In 1985, the headquarters of the project was shifted from Ganapavaram to Koyyalagudem. Since then, the implementation of the programme was confined to Koyyalagudem, Buttayagudem and Polavaram blocks. This was due to the instructions of Government of Andhra Pradesh not to shift the project area till the total eradication of illiteracy in the age group of 15-35 years was accomplished. (Details of Course-wise enrolment and achievement under NAEP are given in Annexure-VI (a).
Details of learners enrolled and completed successfully in the district are given in Annexure-VI (b) and Details of enrolment of learners under NAEP in different Blocks are given in Annexure-VI (c).

4.5.2 Total Literacy Campaign (TLC)

TLC in the name of Akhara Deeksha in West Godavari District was launched in 1991 with an aim to transform all the non-literate in the age group 15 to 40 years as literates. The survey was undertaken in the district simultaneously in all the mandals utilizing the services of teaching community for identification of non-literate. The survey revealed that there were about 7,30,877 non-literate out of which 3,21,404 (44%) were men and 4,09,473 (56%) were women in the age group of 15 to 40 years. Of the total, about 3,36,715 non-literate belong to scheduled castes and 61,122 were from the scheduled tribes.

A society by name Paschima Godavari Akshara Samithi was constituted to implement the literacy campaign in the district with the District Collector as its Chairperson. It has started functioning soon after the receipt of approval from the National Literacy Mission Authority. As per the prescribed procedure, the primers which were prepared by the State Resource Centre, Hyderabad, were adopted with suitable modifications relevant to the local conditions and revised primers were printed in required quantities.

About 138 qualified people were identified and trained to serve as key resource persons. They in turn trained about 4,000 Master Trainers (MTs), who were at the Mandal level and they have further trained about 70,000 volunteers at village level in teaching methods with particular reference to the use of IPCL approach. Trainings were conducted to the functionaries covering assessment, pedagogy and reviewing. For each level, a training programme of 7 days divided into three phases of 4+1+2 days each was organized.

The actual instructional process of the programme was commenced on 8th September 1991 in rural mandals and in eight municipalities on 2nd October 1991 to coincide with the Gandhiji’s birthday. Of the total non-literate (7,30,877) identified, about 4,87,970 neo-literates attended the Jana Sikshan kendras (Literacy Centres) (ZSS, W.G. District, 1992). While the total literacy campaign was completed on 15th
April 1992, the post literacy programme commenced on 16<sup>th</sup> April 1992 after bringing out the PL Primer- IV for the use of neo-literates.

4.5.3 Akshara Mahila Programme (AMP)

The Akshara Mahila Programme, a local initiative of the district administration of West Godavari District, was formally launched on 5<sup>th</sup> April, 2000 to improve women's literacy through women self-help groups. Literacy was made part of self-help group activity among those groups who came forward to be part of literacy programme. The programme was launched by the MLAs and Panchayat leaders in their respective areas. The formal launching of the programme was preceded by a detailed planning exercise. It included identification of learners and volunteers, organising orientation programme to SHG leaders, training of Mandal level Resource Persons (RPs) and Mandal Literacy Officers (MLOs) etc. About 4500 SHGs were identified by the MLOs of ZSS and Additional Gram Sevikas of DRDA. A weekly monitoring arrangement was also devised. The Mandal Parishad Development Officer (MPDO) at Mandal has reviewed the programme on every Monday with MLOs and Addl. Gram Sevikas. A complete Calendar of Activities for three months was clearly spelt out, and all the planning for its smooth implementation was done at the ZSS level.

About 4500 SHGs came forward to take part in the programme and 3697 volunteers from within these groups taught 37,283 learners. Due to the short duration of the course and use of alphabetic methods of teaching, it attracted the learners towards the programme. Learners were able to identify the letters from the second day onwards and this gave them psychological satisfaction and further motivation. The leaders of SHGs took the initiative for mobilizing their members as learners and the volunteers to teach. They have also met the cost of lighting and other facilities in the respective centers. The ZSS provided teaching learning material and organised training to the volunteers. The details of AMP in West Godavari District is presented in Table - 4.2.
Table 4.2
Details of AMP in West Godavari District (in a Nutshell)

<table>
<thead>
<tr>
<th>SL No.</th>
<th>Aspect</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of groups involved</td>
<td>4500</td>
</tr>
<tr>
<td>2</td>
<td>Number of learners enrolled</td>
<td>37283</td>
</tr>
<tr>
<td>3</td>
<td>Number of volunteers</td>
<td>3697</td>
</tr>
<tr>
<td>4</td>
<td>Number of training camps conducted</td>
<td>228</td>
</tr>
<tr>
<td>5</td>
<td>Number of trainings with 100% attendance</td>
<td>150</td>
</tr>
<tr>
<td>6</td>
<td>Number of learners who completed the course</td>
<td>29831</td>
</tr>
<tr>
<td>7</td>
<td>Number of learners who secured more than 50% of marks</td>
<td>24049</td>
</tr>
</tbody>
</table>


4.5.4. Akshara Sankranti Programme (ASP)

The implementation of Akshara Mahila Programme in West Godavari District gave insights in planning the literacy programmes for the Self Help Groups and became a trend setter. Government of Andhra Pradesh has taken cue from Akshara Mahila Programme and launched a state- wide programme for the self-help groups (SHGs) in the name of Akshara Sankranti from 2nd October 2000. Akshara Sankranti Programme (ASP) adopted all the important characteristics of Akshara Mahila, i.e., group based, short duration, cost effective, the district specific teaching-learning material and methods. However, in the ASP all the other self help groups, both of men and women, formed under different peoples’ committees were included for literacy instruction. They included youth clubs, forest protection/development councils, neighbourhood committees etc.,

ASP was implemented in four phases and covered about 2,52,708 non-literates. As per the internal evaluation, about 76.1 per cent of learners have completed the course and become literate. External evaluation of ASP in West Godavari district was conducted by the University of Hyderabad. As per their assessment, about 71.7 per cent of the target learners were made literate under the programme. The Report also noted that the “West Godavari model appears to be significant and offers an alternative approach to literacy at one third the total cost – less than half in duration as well as with innovations in teaching and learning methodology. It was also proven that convergence of programmes at grass root level will multiply the effectiveness of programme and reinforce each other”.

48
4.6 Aspects/issues of Adult Education programmes

The aspects such as Administrative, Pedagogical, Motivation and mobilization and Financial Aspects, which were considered under different Adult Education Programmes viz., National Adult Education Programme (NAEP), Total Literacy Campaigns (TLCs), Akshara Mahila Programme (AMP) and Akshara Sankranthi Programme (ASP), are presented in this Unit.

4.6.1 Administrative aspects

The administrative aspects such as the structure created for implementation of the programme, mechanism adopted for monitoring and evaluation, the personnel involved, their roles and responsibilities etc., relating to each of the adult education programme are discussed hereunder:

a) Administrative Aspects of NAEP: The Central Government provided leadership to National Adult Education Programme (NAEP) and was jointly responsible with State Government for the financing of the projects. The resources and technical support to the programme were provided by the Government of India. However, the responsibility of implementation of the NAEP rested with the State Government. It has identified various agencies for implementation of the programme and constituted appropriate administrative and managerial structures at various levels.

The crucial issue in the management of NAEP was project level. Project was defined as an administratively viable and functionally autonomous field agency with complete responsibility for eradication of illiteracy and organization of continuing education programmes in a compact area. Each project had 300 Adult Education Centres.

b) Administrative Aspects of TLC: The Government of India directly sanctioned the TLC to the district concerned based on the proposal. The involvement of State Government was minimal. In the TLC, the district was taken as the unit for implementation of the campaign. Under each TLC, a Registered Society, commonly named as Zilla Sakharatha Samithi (ZSS) was formed for organizing the literacy campaign. The ZSS was headed by the District Collector/District Magistrate. The ZSS consisted of the General Council and Executive Committee with members from different section of society and officials of different agencies. A team of full timers
assisted the ZSS in implementation of the programme. So, it has both part-time participatory committees and full timers for implementation of the programme.

c) Administrative Aspects of AMP: Akshara Mahila Programme (AMP) was implemented by the Zilla Sakhara Samithi headed by the West Godavari District Collector. The administrative structure created under the Total Literacy Campaign was used in this programme. However, the Deputy Director of Adult Education and his staff constituted core team in planning and implementation of the AMP programme. As was done under the NAEP, the Department of Adult Education at the district level played a major role in organising the programme. It had the combination of both the flexibility of TLC and core structure of NAEP. It had very limited target of 40,000 self help group women to be made literate which was an achievable target.

d) Administrative Aspects of ASP: The Government of Andhra Pradesh designed the Akshara Sankranti Programme based on the successful experiment of AMP in West Godavari district. So, the organisational structure created for AMP was used for implementation of this programme. As the size of the programme was huge, additional support systems and committees were created in the programme. The programme was implemented by the Zilla Sakhara Samithi, a district level society constituted under the Chairmanship of the District Collector. The services of various government departments were effectively used in the programme.

4.6.2 Pedagogical Aspects

Pedagogy is the study of the process of teaching. The term generally refers to strategies of instruction, or a style of instruction. Pedagogy is also referred to as the correct use of instructional strategies. This is a critical component of any literacy programme. It includes all teaching-learning methods and materials used in the programmes concerned. Process and duration of Training of volunteers are part of pedagogy.

a) Pedagogical Aspects of NAEP: Teaching content of any educational programme is determined by the objectives of that educational programme. The objective of NAEP was the development of literacy skills, functionality and social awareness. The State Directorate of Adult Education, Hyderabad published certain learning material for this purpose. The learning material consists of a primer called ‘Janavachakam’ for reading and ‘Janavachakam work book’ for writing and two supplementary books on
health and sanitation. The primer attempts to incorporate all the three components of NAEP by adopting the sentence method.

While planning the National Adult Education Programme, it was envisaged that the training of senior level personnel in administration as well as among the implementation agencies was the responsibility of the Directorate of Adult Education, New Delhi. The responsibility for the training of Project Officers and Supervisors was to rest with the State Resource Centres.

The project officer and the supervisors are responsible for the training of organizers; organizers are trained for 21 days in two spells (11 days for 1st spell and 10 days for 2nd spell). The main aim of the training programme was to equip the organizers with necessary skills in performing their functions as organizer of the centre, evaluator, teacher of literacy, post literacy worker, generator of awareness and disseminator of functional information. Training was conducted for all 300 organizers in the project in three camps simultaneously.

b) Pedagogical Aspects of TLC: Learning materials, based on a new pedagogy - Improved Pace and Content of Learning (IPCL) - have been developed by the State Resource Centres. IPCL provides for a reduced duration of learning and an in-built mechanism for self-assessment by the learner, aimed at enhancing the motivation of learners to further learning. Under IPLC, a 3-graded primer was introduced, each primer conforming to a level of literacy. The primer provides space for practice and tests for continuous learner evaluation. The exercises and tests ensure that the learner achieves the expected levels of literacy within 200 hours. The success of a campaign depends on the volunteers, master trainers and resource persons involved. In the campaign, care was taken in selection and training of literacy functionaries at all levels. Detailed strategy for training of volunteers, master trainers and resource persons is worked out for literacy instruction.

Resource persons were identified from locally available social workers, teachers and activists. Identification of volunteers was the most critical part of the programme. However, where one volunteer per 10 learners cannot be made available, the volunteer and learner ratio was changed to 1:15 or 1:20. Duration of the training programme depended on the level of participation. Nine days Training programme was conducted for all the functionaries’ viz., Resource persons, Master Trainers and
Volunteers at District, Block and panchayat level respectively. Rather than a one-time activity, training was organized in repeated rounds of 4+2+2+1 day duration.

c) Pedagogy of AMP: Akshara Mahila Programme undertook many innovations in pedagogy. Primers were developed locally based on the experience of field functionaries and grassroots workers. For the first time in the history of adult education, Alphabetic method of teaching was introduced in \textit{Chaduvu Vaachakam}. In this, reading and writing were separated for easy learning. Keeping in view the specific target group of the programme, the women self help groups, the primers were developed.

Six day training programme was arranged to all the volunteers at the village level. It focused interaction with participants and practice sessions. Resource persons from the district and block level visited the villages and trained the functionaries instead of volunteers coming to the block headquarters. Training was made integral part of monitoring system. In the regular meetings and periodical monitoring visits, all aspects of instruction were explained and clarified.

d) Pedagogical Aspects ASP: Akshara Sankranti Programme has followed the same teaching learning material and methods used under Akshara Mahila Programme in which the Alphabetic method of teaching with separation of reading and writing was used. However, the ZSS has improved the primer by making additions and deletions wherever necessary. Akshara Mahila primer was primarily developed for women self help groups. The literacy programme was taken under Akshara Sankranti for different target groups. The primers were revised and used for each target group. In a two years period, the ZSS produced five primers; sometimes refining, re-defining the context, process and thrust. The primers developed in West Godavari district were:

- \textit{Chaduvadaaniki Vaachakam} (1998)
- \textit{Chaduvu Vaachakam} (1999)
- \textit{Akshara Yuva Shakti} (1999)
- \textit{Akshara Mahila} (2000)
- \textit{Akshara Deeksha} (2001)

In the last primer, reading and writing was not separated but writing was introduced little later. This was done as was observed that the learners are not paying much interest in writing part and just focusing only on reading under the AMP. Thus,
reading and writing are introduced in the same primer even though the pace of learning was a bit slow.

The training strategy, which was adopted during the period of AMP, was also used under ASP. However, the initial training of three days was given to the volunteers at block level to create conducive learning environment and develop commitment among the volunteers. Subsequently, the refresher trainings and monitoring meetings were conducted at village level or cluster level.

4.6.3 Motivation and Mobilization aspects

Motivation is a psychological feature that arouses an organism to act towards a desired goal and elicits, controls, and sustains certain goal-directed behaviors. It can be considered a driving force, a psychological one that compels or reinforces an action toward a desired goal. It can also originate from specific physical needs such as eating, sleeping or resting. For example, hunger is a motivation that elicits a desire to eat. Motivation is the purpose or psychological cause of an action (Schater Daniel, 2011). Motivation has been shown to have roots in physiological, behavioral, cognitive, and social areas. Motivation may be rooted in a basic impulse to optimize well-being, minimize physical pain and maximize pleasure. It is an inner drive to behave or act in a certain manner. These inner conditions such as wishes, desires, goals, activate to move behavior in a particular direction.

a) Motivational Aspects of NAEP: Motivational strategy was not spelled out clearly under NAEP. It was assumed that the organizers would motivate the learners so as to attend the literacy classes on their own. Since it has adopted the selective approach, the non-literates who have enrolled in the literacy centres needed to be self motivated. Only the interested and motivated attended the literacy classes. It was expected that the organisers would interact with the learners and identify all those who are interested to become literates and enroll them in the literacy class. The responsibility of enrollment was entrusted to the volunteers. The number of learners enrolled in each centre was only 30 and it was not found difficult to enroll when there was large quantum of non-literates available in the rural areas. However, during the later years of implementation of the NAEP, since 1987, an amount of Rs.60,000 was provided for each project under Centrally Sponsored Scheme (Rural Functional Literacy Project). This amount was spent towards conduct of cultural programmes, public
meetings, and publicity campaigns to motivate the learners and to create a conducive environment for literacy in the society.

Motivation of organizers (Instructors) was also not given much importance as organisers were ‘paid’ workers. Organisers routinely contacted non-literates and encouraged them to attend the literacy classes. In some cases, door-to-door publicity was done by the organizers with the help of youth clubs and Mahila Mandals. However, as a policy, there was no specific approach for motivation of learners under the NAEP.

b) Motivational Aspects of TLC: First time in the history of adult education, motivation and mobilization were given highest priority under TLC. Huge budget was allotted separately for this purpose. Motivation and mobilization strategy of TLC was aimed at:

- Mobilizing public opinion for creating community participation in literacy efforts
- Sensitizing the educated sections of the society so that they participate as volunteer instructors
- Mobilizing learners as individuals and as a group to demand literacy for themselves and their children
- Enthusing teachers to adopt intensive efforts in enrolling, retaining and teaching children
- Minimizing dropouts from among the cadre of volunteer-instructors and learners.

All kinds of media and art forms were utilized for dissemination of the message that literacy lays down the foundation for development of the society. Along with the message of literacy, messages relating to women’s equality, small family norm, communal harmony, conservation of environment, universalization of primary education, education for the girl child etc., were also disseminated.

Various strategies such as posters, banners, hoardings, wall writings, cinema slides, newspaper articles, padayatras, kalajathas, kalamelas, group songs, nukkad natak etc., were adopted for motivation of learners during the Campaign. While direct contact forms such as group singing and kalajathas have made a visible impact on the learners, the regular programmes on TV, Radio and articles in the press went
In order to ensure efficacy of environment building through group singing and theatre/media, groups which can compile and develop plays song scripts for primary education and literacy were identified at district level. These groups have identified and trained a core group of people in each block, who undertook the actual performances at the village level. As they move through towns, mohallas and villages they initiate discussion and debate on literacy. Along with discussion, role plays, songs, slogans, simulation exercises etc., were used for effective motivation and mobilisation of target groups.

c) Motivational and Mobilization Aspects of AMP: Various motivational strategies were adopted under Akshara Mahila and Akshara Sankranti programmes, which are similar to the activities organised under TLC. But the way they were planned and linked literacy with motivation and cultural life of the people are different. The motivational activities at the centre and village levels were planned on a weekly basis to sustain the motivation of learners. Besides these activities, a system of centre and village level motivator was conceived as a specific input and assigned to certain persons. They were called as Primary Level Motivators (PLMs) and Secondary Level Motivators (SLMs). The PLM was responsible for organising the activity in a literacy center. The PLMs were expected to visit the center and spend some time with the Volunteer and learners, encourage the learners to attend regularly, and maintain friendly relation with the Volunteer. SLMs were responsible for all the centers in a village. Their responsibility included visiting their respective villages every day and supervising the literacy activities. Another strategy adopted was Linking Literacy with Cultural Life and arresting dropouts in the centres. A series of motivational activities were conducted. They are described hereunder: a) Akshar Parentum - practice of reaching out to the learner’s house, escorting them to the learning center, applying tilak on the forehead, and accompanied in a traditional procession, much like the traditional practice associated with the admission of a child in the school; b) Akshar Kankanam –tying literacy bond (like Rakhi) Akshar Kankanam by the volunteers and learners each other by the village elders, officials and literacy functionaries, and political leaders indicating that they complete the process and attain the literacy. All festive celebrations were correlated with the literacy programme by
illuminating the centres with candles and taking out candle processions. Similarly Deepavali ‘the Festival of Lights’ was celebrated as literacy of lights in the centres.

d) Motivational and Mobilization Aspects of ASP: Motivational strategy, which was more or less similar to AMP was followed under ASP. The strategy mainly focused on using local resources and activities to mobilize people for literacy. Contrary to AMP, where motivational activities were confined to centre and village level, under ASP, the activities were focused on mass mobilization. They include: 1) Akshara Padayatra and 2) Printing of badges, flags and banners. One of the important aspects of social mobilisation under ASP was ‘Padayatra’. A Padayatra was conducted from 25th - 31st October 2000 for popularizing the idea of literacy among the cross section of the public. The Yatra was planned to reach out to 200 villages in the district, covering a total distance of 500 kilometers. The Pada Yatra went on non-stop, throughout day and night, for 9 days, until it reached its starting point.

As the media, covering the procession put it: “In 216 hours, in 9 days, the Akshara Padayatra was able to conquer the hearts of hundreds of thousands of people of the district”. A colourful closing function was organized to commemorate the occasion. The Flag and the signatures obtained throughout the Yatra were kept on display at the Collectorate, with a pledge to keep them until the last illiterate of this district became literate. Another strategy used was Literacy Flags, Badges, Banners and Slogans. Each mandal has prepared badges on Akshara Sankranti depicting the ‘Logo’ of Adult Literacy and the name of the mandal.

Besides these, the Akshara Sankranti campaign also had the benefit of the usual motivation and publicity efforts undertaken under TLCs. Some of the efforts include: Mandal cultural teams using the traditional art forms like Burra and Hari Katha, periodical torchlight processions and use of print and electronic media agencies for motivational purposes under ASP.

4.6.4 Financial Aspects

The Financial Aspects include funds provided for teaching/learning material, training of volunteers, motivation and mobilization, Incentives or remuneration to the functionaries.

These aspects are very crucial for the success of any programme. These aspects relating to all the four literacy programmes are discussed hereunder.
a) Financial Aspects of NAEP: The financial pattern sanctioned under NAEP was typical to government department and the total grant sanctioned for a project was about Rupees Nine lakhs per year. There was wide disparity between the amount sanctioned and the amount released to the project and the actual expenditure incurred. The amount was released as per the fixed financial pattern and there was no flexibility in spending of amount. Except salaries of the regular government staff working in the project, all the other items were budget controlled and could not be re-appropriated from one head of account to other head of account. All the funds were released through government treasury system, which generally takes long time for receiving the grants by the project administration.

This was the only programme where some honoraria was paid to the organizers. It was paid on monthly basis. Initially it was Rs.50/- per month and later, from 1986 onwards, it was increased to Rs.100/- per month. Though it was a meager amount, people were satisfied with it as there were poor employment opportunities in villages and it was felt that it was an additional income to their family. However, there was no incentive to the learners except that the enrolled learners were given books and other T/L material free of cost and no fee was collected from the learners.

b) Financial Aspects of TLC: The cost of the project (TLC) was shared at the rate of 2:1 by both the Central and State Governments and the funds were directly released to the ZSS in the form of grant in aid. The cost of TLC ranged from Rs. 3.0 to 5.0 crores in each district. On an average, the cost per learner was @ Rs.50 to Rs.80. The total budget was released in two installments, one before launching the Campaign and the other after spending the first installment grant. As 50 per cent of the amount was released in advance, there were no financial constraints in implementation of the TLC. The ZSS was an autonomous body under the chairmanship of the District Collector. There was a lot of flexibility in allocation of funds for different purposes. Major portion of the budget was spent on environment building and providing training to the functionaries. Each TLC district created its own monitoring system at various levels suitable to the district concerned. Some of them were appointed from the government departments on deputation by drawing their salaries from the parent departments. Some others were taken on contract basis with consolidated salary. However, volunteers and learners were not given any financial incentives.
c) Financial Aspects of AMP: There was no special grant for the AMP either from the Central Government or the State Government. In this programme, each Women SHG was taken as unit for literacy instruction. Members of the Group pooled their efforts to benefit from an economic activity, and in the same way, the literate members shared their literacy skills with the non-literate members in the group. The cost per learner was much lower than any other literacy programme. About Rs.20/- was spent on teaching and learning material. No expenditure was incurred towards environment building and creating infrastructure.

Many individuals and organizations adopted “Akshara Mahila” Centres and provided necessary support. They motivated the enrolled learners, monitored the progress, provided resource support and organised the classes when a volunteer was absent. In many places, local philanthropists came forward to provide teaching material/aids, lighting facilities, additional notebooks etc. On the appeal of the District Collector, local paper mills donated the paper for printing of primers and the printing press printed the books at free of cost. Thus, not much expenditure was incurred towards this programme. The question of incentives to the volunteers also did not arise because, the programme was made an integral part of the self help group activity and one of the literate members among the group taught the non-literate members in the group.

d) Financial Aspects of ASP: This programme was planned by the Government of Andhra Pradesh and implemented by the District Administration. It was designed on the lines of AMP using the services of Women Self Help Groups for improving women literacy. However, limited funding was provided by the State Government for training and printing of books and other materials. The estimated cost per learner was Rs.35/-

In West Godavari district, the programme was implemented on the lines of TLC in a mass campaign mode. Many campaign activities were conducted as mentioned under the Motivational Aspects of AMP. But, the entire expenditure was born on these activities by the local people. It would be difficult to estimate such expenditure. Under this programme also, there was no incentive to the volunteers or learners. It remained as a group based activity, though some non-group members also enrolled in literacy classes conducted by the self help groups.
4.7 Selection of Sample Population

Purposive sampling technique was used for selecting the sample population since this is a longitudinal study covering the literacy programmes during the last 30 years and the functionaries, who worked in the old programmes, couldn't be available in the required number. For example, a very few people (18) those who worked under NAEP, which was implemented from 1978 to 1988 are still working in the ASP. About 115 functionaries, who worked under the TLC which was implemented during the period from 1989 to 1999 are continuing in the ASP. The respondents (189) who participated in the AMP, which was implemented in the year 2000, have been continuing under the ASP. So all the universe is taken as sample in case of all the three programmes except ASP. In case of ASP, 204 persons worked in the programme were selected purposively based on the availability in the district in 2009. The sample consists of adult education functionaries such as Preraks, Mandal Literacy Organisers, Supervisors, Project Officers and Deputy Directors. Thus, about 526 functionaries of adult education, who worked in different programmes and in various categories, form the sample of study. The programme-wise sample population is shown in Table - 4.3.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Programme</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NAEP</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>TLC</td>
<td>115</td>
</tr>
<tr>
<td>3</td>
<td>AMP</td>
<td>189</td>
</tr>
<tr>
<td>4</td>
<td>ASP</td>
<td>204</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>526</td>
</tr>
</tbody>
</table>

4.7.1 Characteristics of Sample Population

Characteristics of sample population based on the variable/ sub-variables are presented in Table - 4.4.
Table - 4.4

Characteristics of Sample Population based on the variables/sub-variables (N=526)

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Variable/Sub-variable</th>
<th>Programme-wise Sample</th>
<th>Population</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>NAEP</td>
<td>TLC</td>
<td>AMP</td>
</tr>
<tr>
<td>1</td>
<td>Gender</td>
<td>Male</td>
<td>11 (61.1)</td>
<td>71 (61.7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>07 (38.9)</td>
<td>44 (38.3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>18 (100)</td>
<td>115 (100)</td>
</tr>
<tr>
<td>2</td>
<td>Age in Years</td>
<td>Below 35</td>
<td>10 (8.7)</td>
<td>82 (43.4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35-45</td>
<td>-</td>
<td>65 (34.4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above 45</td>
<td>42 (36.5)</td>
<td>42 (22.2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>18 (100)</td>
<td>115 (100)</td>
</tr>
<tr>
<td>3</td>
<td>Experience</td>
<td>Below 10</td>
<td>33 (28.7)</td>
<td>102 (54.0)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 to 20</td>
<td>-</td>
<td>45 (23.8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above 20</td>
<td>42 (36.5)</td>
<td>42 (22.2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>18 (100)</td>
<td>115 (100)</td>
</tr>
</tbody>
</table>

Note: Figures given in parentheses indicate percentages.

Table - 4.4 shows that about 61.1 per cent of respondents are male both in NAEP and TLC and 38.9 per cent are female. In case of AMP, the male and female ratio is @ 54 per cent and 46 per cent respectively. Similar pattern is seen (53% male and 47% female) under ASP. With regard to the age, all the respondents (18) who worked in NAEP are above 45 years of age. In case of TLC, about 8.7 per cent are below 35 years, 54.8 per cent of the sample population in 35 to 45 years of age and 36.5 per cent are above 45 years of age. The age wise pattern under AMP and ASP are similar. About 43 per cent of the sample belongs to below 35 years of age, 34 per cent in 35 to 45 years of age and 22 per cent are the above 45 years of age. In case of ASP, about 47.5 per cent of the sample is falling below 35 years of age, 32 per cent are in the age-group between 35 and 45 years and only 20.6 per cent are in the age-group of above 45 years.

With reference to the experience, all the sample population under NAEP are having above 20 years of experience. About 29 per cent of the sample under TLC are having below 10 years of experience, about 35 per cent of sample are having 10 to 20 years of experience and 36 per cent are having the experience of above 20 years. In case of AMP, about 54 per cent of the sample are having below 10 years of experience, 24 per cent are having between 10 and 20 years and the remaining 22 per cent are having above 20 years of experience. The sample population under ASP is
about 57 per cent and are having less than 10 years of experience, 23 per cent are having 10 to 20 years of experience and the remaining 21 percent are having more than 20 years of experience.

4.8 Collection of the data

As stated under the Unit-4.1, the secondary data were collected from the Census of India, District Hand Books (Bureau of Statistics and Economics), published and unpublished reports including evaluation and status reports, Minutes of the Review Meeting, published books etc. Primary data were collected between the months July to December 2009. Since the study is comparative in nature, data were collected from different sources spanning a period of thirty years, since 1980. The data were collected from the sample population concerned by using the questionnaire and guide points for focus group discussions.

The questionnaires were administered to the respondents by the researcher by visiting them either at the District or Mandal headquarters. Further, the Focus Group Discussions (FGDs) were also conducted with the key functionaries at the district or Mandal levels by the researcher. Thus, the information collected from the FGDs helped in identifying the key issues. Further, these discussions helped in identifying the problems involved in the implementation of the programme and offered insights to the researcher.

4.9 Analyses of the Data

The data collected was analyzed. Percentages and chi squares were used while analyzing the data. This has facilitated to look at different views expressed by the respondents based on their age, qualifications and experience.

4.10 Statistical techniques used

The data collected through interviews, focus group discussions and the schedules were coded and the coded data were analysed with Excel spreadsheets and SPSS package. Tables were generated on each aspect of the study. The data was interpreted by using the percentages. Further, simple bipartite tables were generated to establish the relationship between different aspects of the programme and the variables such as gender, age and experience. The $\chi^2$ was calculated by using the formula:
\[ \chi^2 = \sum_{i=1}^{n} \left( \frac{(o_i - e_i)^2}{e_i} \right) \sim \chi^2 (\nu - 1) (n-1) \]

Further, p-values were also arrived. If the calculated value of \( \chi^2 \) was less than the critical value of \( \chi^2 \) at 5% level of significance, the corresponding null hypothesis was accepted. Otherwise, it was rejected. Wherever necessary, p-values were also considered for inferring the conclusions.

The analyses and interpretation of results are presented in Chapter -V under four sections viz., Section - I: Administrative aspects of Adult Education Programmes, Section-II: Pedagogical aspects of Adult Education Programmes, Section -III: Motivational aspects of Adult Education Programmes and Section -IV: Financial aspects of Adult Education Programmes.