CHAPTER – I

Introduction

1. Adult Education: The Global Experience
2. Indian Experience
3. Literacy Programmes in Andhra Pradesh
4. Need for the Study
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1. Introduction

In the initial years of post-independence period, India made massive investments in primary industrial sector, but it was soon discovered that growth in economic terms was not accompanied by improvement in quality of life of masses. As Coles rightly puts it, “Development obviously has its economic side, and important it is. But, if the human resources of a country are viewed in the same manner as the mineral and animal reserves, a grossly distorted image will inevitably ensure. Real development must depend on balanced growth of the person both as an economic and social being” (Coles 1977: 4).

While stressing the basic point that development cannot be seen purely in economic terms, one should also in the same breath add that the process of development cannot be isolated from social change. Whatever be the criteria to understand social change - quantitative or qualitative or both - it is closely interlinked with and has a dialectical relationship to the process of development. Both these concepts of development and social change have to be understood in terms of mobilisation and transformation of human resources. Education is considered the chief activity that can initiate and speed up the mobilisation and transformation of human resources (Shah 1971: 243).

The recognition of the fact that education is an instrument in bringing about social change and development has led the planners of modern India to assign a primary role to education. The strategy followed was that of emphasis on education, more so on formal education. This led to some problems. As J.P. Naik puts it, “We continued (both) to equate ‘education’ with formal educational sub-system alone and to ignore altogether the incidental and non-formal sub-systems” (Naik 1980: 226).

Thus, the over-emphasis on formal system of education and the total neglect of non-formal system of education resulted in the mass of Indian citizens remaining illiterate on the one hand and not continuing the little education that some of them might have received earlier in their life, on the other. The gradual realisation of this fact marks the beginning of a major shift in emphasis on non-formal education. Education Commission (1964-66) observed that illiteracy was inconsistent with an age of scientific and technological progress and emphasised the need to liquidate illiteracy and to provide facilities for continuing education. The Commission further
recommended that literacy should not be equated with mere ability to read and write and that literacy – if it is to be worthwhile – must be functional. On the basis of the Commission’s report, Government of India passed a resolution on National Policy of Education (1968) stressing the need to liquidate mass illiteracy for achieving developmental goals. This new line of thinking particularly stressed the urgent need for educating the masses in a society, as India is, where majority of the people have missed going to school at the appropriate age.

In India, adult education is mostly confined to adult literacy due to high rate of illiteracy. Adult literacy is considered as a first step in adult and continuing education. Improvement in literacy rate is considered as a major objective of the adult education programmes. Improvement in school education and expansion of adult education over a period of time raised the literacy rate from 5.23 per cent in 1901 to 73.00 per cent in 2011 as shown in Table 1.1.

Growth of literacy in India during the period 1901 to 2011 is given in Table-1.1.

### Table 1.1

**Growth of Literacy in India 1901 – 2011**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>5.35</td>
<td>9.83</td>
<td>0.63</td>
</tr>
<tr>
<td>1911</td>
<td>5.92</td>
<td>10.56</td>
<td>1.05</td>
</tr>
<tr>
<td>1921</td>
<td>7.16</td>
<td>12.21</td>
<td>1.81</td>
</tr>
<tr>
<td>1931</td>
<td>9.50</td>
<td>15.59</td>
<td>2.93</td>
</tr>
<tr>
<td>1941</td>
<td>16.10</td>
<td>24.90</td>
<td>7.30</td>
</tr>
<tr>
<td>1951</td>
<td>16.67</td>
<td>24.95</td>
<td>7.93</td>
</tr>
<tr>
<td>1961</td>
<td>24.02</td>
<td>34.44</td>
<td>12.95</td>
</tr>
<tr>
<td>1971</td>
<td>29.45</td>
<td>39.45</td>
<td>18.69</td>
</tr>
<tr>
<td>1981</td>
<td>36.19</td>
<td>46.74</td>
<td>24.88</td>
</tr>
<tr>
<td>1991</td>
<td>52.21</td>
<td>64.13</td>
<td>32.29</td>
</tr>
<tr>
<td>2001</td>
<td>65.38</td>
<td>75.85</td>
<td>54.16</td>
</tr>
<tr>
<td>2011</td>
<td>73.00</td>
<td>80.90</td>
<td>64.60</td>
</tr>
</tbody>
</table>

Source: Census of India Reports

Table 1.1 shows that over the last six decades, there has been an impressive growth in literacy in India. In 1901, a little over 5 per cent of Indian population was literate, which increased to around 16 per cent in 1951. This was mere increase of 11 per centage points in the literacy rate during the first half of the century. In the post-
independence period, the decadal growth in literacy has shown a substantial progress—i.e., from 18.35 (5+ age group) in 1951 to 73.00 per cent (7+ age group) in 2011. Though gender gap has been reduced to some extent, it still remains more than 16 per cent which is very high. There is also a wide variation in literacy among the States in the country ranging from 94 per cent in Kerala to 64 per cent in Bihar. State wise literacy rates are given in Annexure - I.

When we look from the international perspective, the problem of illiteracy is very high in India. According to the UNESCO, there are around 780 million illiterate adults, i.e., in the world. Two thirds of the total illiterates are women. Over half of the illiterate live in just four countries—Bangladesh, China, India and Pakistan. Among them, India has the highest number (287 million), having more than 37 per cent of illiterates in the world (UNESCO, 2013/14). The world’s adult literacy rates are given in Table 1.2.

Table 1.2

Adult Literacy Rates in the World

<table>
<thead>
<tr>
<th>Category</th>
<th>Total (millions)</th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Literacy Rate (15+) (%)</td>
<td>780.66</td>
<td>281.04</td>
<td>499.62</td>
</tr>
<tr>
<td>Adult Illiterates (15+)</td>
<td>82</td>
<td>87</td>
<td>77</td>
</tr>
<tr>
<td>Adult Illiterates (15+) in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>million</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth literacy rate (15-24) (%)</td>
<td>87</td>
<td>90</td>
<td>84</td>
</tr>
<tr>
<td>Young illiterates (in millions)</td>
<td>138.97</td>
<td>52.81</td>
<td>86.16</td>
</tr>
<tr>
<td>Out of School population (in</td>
<td>76.84</td>
<td>33.25</td>
<td>43.59</td>
</tr>
<tr>
<td>millions)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Education for All: Global Monitoring Report, 2006

The literacy status of India with particular reference to the other developing countries is given in Table 1.3.
Table 1.3

Status of Literacy in Nine Most Populous Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Total Non-literate Population 15+ age (in millions)</th>
<th>Literacy Rate among 15+ age group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Mexico</td>
<td>6.52</td>
<td>91</td>
</tr>
<tr>
<td>Indonesia</td>
<td>15.10</td>
<td>90</td>
</tr>
<tr>
<td>Brazil</td>
<td>17.36</td>
<td>89</td>
</tr>
<tr>
<td>China</td>
<td>87.01</td>
<td>91</td>
</tr>
<tr>
<td>Nigeria</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>India</td>
<td>268.42</td>
<td>61</td>
</tr>
<tr>
<td>Egypt</td>
<td>14.21</td>
<td>71</td>
</tr>
<tr>
<td>Pakistan</td>
<td>48.81</td>
<td>50</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>52.53</td>
<td>43</td>
</tr>
</tbody>
</table>

Source: Education for All: Global Monitoring Report 2006

Table 1.3 shows that the literacy position of nine populous countries of the world. Adult literacy slightly differs from literacy in general. The cut off point for adult literacy statistics differs from country to country and generally calculated for 15 and above age group. The table shows that India has the highest number of illiterates in absolute terms. It has third lowest literacy rate after Bangladesh and Pakistan.

1.1 Adult Education: The Global Experience

The concept and scope of Adult Education have changed over time and space. Consequently, there are many possible definitions of Adult Education. For a majority of the adults in the World to-day, it is a substitute for the basic education they missed early in their lives. For many individuals who received only a rudimentary and incomplete education, it is a compliment to elementary or professional training. In the case of some, Adult Education helps them to respond to new demands which their environment makes on them and thus it is a prolongation of education. It offers further education to those who have already received high level training and it is a means for individual development for everybody. One or other of these aspects may be more important in one country than in another, but they all have their validity (Faure 1973).

The aim and approach to Adult Education varies from country to country depending upon the specific needs and the particular aspects emphasized. For
example, the aim of Adult Education in China is to make every worker as educated, cultured communist citizen. In the United States, the goal of Adult Education programme is to broaden the range of instructional sequence for adults, in order to provide something that will be of interest and useful to every individual. According to J.K. Nyerere, former President of Tanzania, the aim of Adult Education is to encourage the development in each citizen of three things: (1) enquiring mind, (2) an ability to learn from what others do and reject or adapt it to one’s needs, and (3) the basic confidence in one’s own position as a free and equal member of society. This signifies the liberation of man from ignorance, not to become a thoughtless robot, passively receiving and executing orders without dissent, but to be creative, sensitive, aware and participating member of the society making the fullest contribution of which he or she is capable of.

There have been a number of successful mass literacy campaigns all over the World to improve literacy rates. They have taken place under a variety of political and historical conditions, ranging from Sweden in the mid-sixteenth century to Nicaragua in the 1980s. Each national mass literacy campaign has no doubt its own unique features. Practically every one of these campaigns have formed part of an ongoing larger structural or socio-economic transformation. This can be seen from the campaigns in the former Soviet Union or the People’s Republic of China, the Socialist Republic of Vietnam or Cuba where the literacy campaigns came immediately in the wake of a socialist revolution. It is also true in case of Tanzania where the campaigns took place immediately after independence or of early modern European societies which were in transition to capitalism (Venkatesh and Sheela Rani, 996).

1.2 Indian Experience

In India, because of low literacy adult education has been mostly confined to adult literacy though some provisions have been made for continuing education and skill development. Over the period, the concept of literacy has changed from traditional literacy to functional literacy. Similarly, approaches to literacy have also shifted from selective (centre based) to campaign mode. This also reflected in change of strategies and focus on different components of literacy programmes. A brief review of adult education programmes since independence is presented below to understand various approaches and strategies adopted in India.
1.2.1 Social Education

In 1949 Moulana Abul Kalam Azad, the then education minister, introduced a programme of Adult Education which he termed as Social Education. It is defined as "a comprehensive programme of community upliftment through community action". It includes the components such as (1) Adult literacy, (2) Development of vocational skills to improve the earning capacity of adults, (3) General education including health education and family planning, (4) Citizenship education, (5) Knowledge of development programmes of the country, and (6) Physical education, games, sports, recreation and cultural programmes.

Later the programme was merged with community development programme in the second Five Year Plan. The social education when implemented along with the community development programme, tended to emphasize the developmental activities more than literacy education and retention of literacy (Salamatullah and Bareth, 1984:11).

Towards the end of Second Five Year Plan (1956-61), the emphasis began to shift from community development to industrial development. With the result, the community development programme was neglected. This was reflected in the decreasing investments in social education programmes in the subsequent Five Year Plans (Bordia, 1980:60). This programme basically adopted the selective approach. In this programme, specific number of centres were established in each village in the selected community blocks to impart literacy and other adult education programmes.

1.2.2 Gram Shikshan Mohim

One of the important programmes taken up in the state of Maharashtra was the Gram Shikshan Mohim (Village Education Movement) with its mass approach to eradication of illiteracy. This had a deep impact on subsequent Adult Education programmes. It made a number of villages completely literate during the two years of its implementation. The objectives of the Mohim were three-fold: (a) Eradication of illiteracy among the adults within the age group 14-50 years through literacy classes, (b) Retaining literacy and enriching the knowledge of neo-literates through circulating libraries, and (c) Bringing about all-sided development of the village through education centres. This was a first mass campaign in India with village as a unit. This four-month literacy programme operated only for a short duration of two years.
(1961-63). Though it significantly increased the literacy rate in Maharashtra, literacy attained during this short span was of a very low level and in the absence of regular follow up programmes, the neo literates soon relapsed into illiteracy.

1.2.3 Farmers' Functional Literacy Programme

Another significant programme was Farmers' Functional Literacy Programme launched in 1967-68. This was an inter-ministerial programme in which Ministry of Education was responsible for functional literacy, Ministry of Agriculture for Farmers' Training and Ministry of Information & Broadcasting through All India Radio for Farm Broadcasting. The integrated programme aimed to educate and inform illiterate farmers about high-yielding varieties of seeds and package of improved agricultural practices.

It was the first attempt on such a vast scale to put educational activities directly in relation to one of the major developmental purposes. It adopted selective group based approach with farmers as target group. Literacy centres were established in villages where integrated agriculture projects were taken up. Although the programme started on basically sound lines, its weaknesses were (1) lack of synchronization between the three ministries involved in the programme, resulting in lack of co-ordination between, the targets and supporting services, (2) insufficient finance provided for implementation of the programme, and (3) ineffective monitoring and supervisory system resulting in the non-availability of authentic feedback.

1.2.4 Non-Formal Education for Youth

A major programme called Non-Formal Education was launched in 1975-76 for the age-group of 15-25 years focusing mainly on young people belonging to weaker sections of the society who have been deprived of the benefits of formal education. The programme was related to social, cultural and economic needs of the learner so that it leads to better awareness and understanding, knowledge, ability and finally to action. It also followed selective approach with specific number of Non-Formal Education Centres in the villages where the project was implemented.

The programme had incorporated the latest thinking in the field of Adult Education, but if in practice, it was not very different from other routine literacy
programmes. This programme also suffered from inadequate financial outlay, poor supervisory arrangements, poor monitoring and evaluation systems (Bordia, 1980:61).

1.2.5 National Adult Education Programme

The experience in implementation of various Adult Education Programmes had broadened the concept leading to the crystalization of a comprehensive concept in the form of National Adult Education Programme (NAEP). It was a nation-wide target-oriented programme of Adult Education launched on 2nd October 1978 i.e., on the day of Gandhi Jayanthi. It was aimed to impart literacy to 100 million illiterates in the age group of 15-35 years. Special emphasis was given to Schedule Castes, Schedule Tribes, Women and other weaker sections of the society who constitute the bulk of illiterate population. It was a mass programme covering entire country but adopted the selective approach in establishing adult education centres in villages. That is why, it is called as centre-based programme.

The conceptual framework of NAEP had been concretized around three aspects of programme namely literacy, functionality and social awareness. Literacy comprised of reading, writing and numeracy, functionality aimed at improvement in the learners' skills and capabilities in discharging of his functions as wage earner, as a member of the family and as a citizen, while social awareness sought to arouse a sense of social obligation and consciousness about the manner in which the poor are deprived of the benefits of various laws, policies and facilities designed for them.

According to the Policy Statement on NAEP (GoI 1978), the programme was to be relevant to the environment and learners' needs, flexible regarding duration, time, location and instructional arrangements, diversified in regard to curriculum, teaching and learning material and systematic on all aspects of organization.

National Adult Education Programme was also linked with other developmental programmes of the country. The programme was implemented through Rural Functional Literacy Projects, State Governments, Universities and Colleges, Voluntary Organizations and Nehru Yuvak Kendras. The Directorate of Adult Education at Centre and State Resource Centre at the State Level provided guidance and technical assistance to the programme. At field level, every centre had 30 illiterate adults. The number of centres in a project varied with the organization that
implemented the programme. Each centre had an instructor and for every 30 centres, there was one Supervisor.

1.2.6 National Literacy Mission

On 5th May 1988, Government of India launched National Literacy Mission (NLM) with a view to apply technological and scientific research to the promotion of literacy. The main objectives of the mission were imparting functional literacy to 80 million illiterate persons in 15-35 age group, 30 million by 1990 and an additional 50 million by 1995. In 1989, a unique experiment was conducted in Ernakulum district of Kerala State. In this programme, the ‘campaign’ approach was adopted which was characterized by large scale mobilization of people from all walks of life through a multifaceted communication and motivation strategy that highlighted the vital links between literacy and life. The essence of the ‘campaign’ was the effort to generate a positive demand for learning as a tool for social change. The Ernakulum experience had a snowballing effect and the National Literacy Mission adopted it in other parts of the country as well. The ‘campaign’ mode which has become Total Literacy Campaigns (TLCs) became a major strategy for literacy during the next two decades. It was the first programme in India which adopted a complete mass campaign approach. All the features of literacy campaigns as conducted in the world were not included in the strategy. In this respect, Indian Total Literacy Campaigns were different. The campaign was not taken up in the entire country at one go. The unit of campaign was a district, not the country as a whole. The campaigns were launched in districts which came forward to take up but not on the basis of backwardness or other disadvantages. The leadership for the campaign was provided by the bureaucracy and not by the political leadership.

1.2.7 Saakshar Bharat

On 8th September 2009, the International Literacy Day, Prime Minister of India launched the Saakshar Bharat (SB), a new adult literacy programme. It is aimed to ‘promote and strengthen Adult Education’ through imparting functional literacy to 70 million adults who are in the age group of 15 years and beyond. It is a major initiative in adult education since 1988 with central focus on women, scheduled castes, scheduled tribes and minorities. It claims that National Literacy Mission (NLM), “as a programme instrument, be recast with an enhanced focus on female
literacy. The repositioning of the Mission would have a very positive impact on re-energizing the literacy movement.” Against this background SB has been devised as the ‘new variant of NLM’ (GoI 2009: 3). The mission has four broad objectives, namely: (i) impart functional literacy and numeracy to non-literate and non-numerate adults, (ii) enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system, (iii) impart non and neo-literates relevant skill development programmes to improve their earning and living conditions and, (iv) Promote a learning society by providing opportunities to neo-literate adults for continuing education.

This programme combined mass campaign approach and centre based approach in that Adult Education Centres are established in each village in the selected educationally backward districts. It has paid coordinators for the Centres. At the same time, Literacy Educators are identified to impart literacy skills in mass campaign model. However, this programme is not included in the present study since it is a on-going programme.

1.3 Literacy Programmes in Andhra Pradesh

Among the States in India, Andhra Pradesh is one of the educationally backward states with a literacy rate of 67.02 per cent in 2011. It is in 31st place in 35 states and Union Territories in India. Literacy rates of Andhra Pradesh during the period from 1961 to 2011 are given in Table.1.4.

### Table.1.4

**Literacy rates of Andhra Pradesh during the period from 1961 to 2011**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>21.19</td>
<td>30.19</td>
<td>12.03</td>
</tr>
<tr>
<td>1971</td>
<td>24.57</td>
<td>33.18</td>
<td>15.75</td>
</tr>
<tr>
<td>1981</td>
<td>35.66</td>
<td>46.83</td>
<td>24.16</td>
</tr>
<tr>
<td>1991</td>
<td>44.08</td>
<td>55.12</td>
<td>32.72</td>
</tr>
<tr>
<td>2001</td>
<td>60.47</td>
<td>70.32</td>
<td>50.43</td>
</tr>
<tr>
<td>2011</td>
<td>67.02</td>
<td>74.88</td>
<td>59.15</td>
</tr>
</tbody>
</table>

(Census of India 2011)
Table 1.4 shows that literacy rate of Andhra Pradesh has improved from 21.13 per cent in 1961 to 67.02 per cent in 2011. Female Literacy rate increased by 8.72 per cent and Male Literacy increased by 4.56 per cent during the decade (2001-2011). However, it lags behind the national average of 73.00 per cent and continues to have the lowest literacy among the four Southern States. District wise literacy rates are given in Annexure II.

Andhra Pradesh is also one of the few states where all the national level adult education programmes are implemented. Moreover, the state itself designed and executed its own literacy programmes. Details of literacy programmes organised in Andhra Pradesh in the last three decades are briefly mentioned here under:

1.3.1 NAEP in Andhra Pradesh

Along with all other states in India, NAEP was implemented in Andhra Pradesh. A total of 26 Rural Functional Literacy Projects funded by Government of India and 26 State Adult Education Projects funded by the Government of Andhra Pradesh were sanctioned in a phased manner. The projects were implemented from 1980-81 to 1991-92 and covered all the 23 districts in the State (Annexure – III (a),(b),(c),(d)).

In all the projects conducted during the above decade, about 41.71 lakhs non-literates were enrolled (About 17.21 lakhs from RFLP and 24.50 lakhs from SAEP) in the literacy centres. Of them 19.88 lakhs (7.77 from RFLP and 12.11 from SAEP) have become literate during the above period.

1.3.2 Implementation of TLCs

Andhra Pradesh is one of the first States in the country to implement Total Literacy Campaigns in all the 23 districts from 1990 to 1997. Of the 12.84 million non-literates enrolled in the literacy classes, about 8.45 million successfully completed the course. Both National and the State government put together spent approximately Rs 699.5 million for the campaigns including mopping up operations (GoI, 2005).

After the completion of TLC, Post-Literacy Programmes (PLP) were conducted in all the districts except Adilabad district. In all PLP, about 6.20 million neo-literates were enrolled in the centres and of them, about 4.43 million completed
the post literacy. An amount of Rs. 294.37 million was spent for the programme (GoI, 2005). The NLM sanctioned Continuing Education Programme (CEP) to all the 22 districts which have completed PLP in a phased manner starting from 1997. Details of enrolment and achievements of TLCs in Andhra Pradesh are given in Annexure-IV (a) and IV (b).

1.3.4 Akshara Sankranti Programme

In order to improve the literacy rate, a special literacy programme has been planned and implemented by the Government of Andhra Pradesh from 2nd October, 2000 with the name “Akshara Sankranthi”. The main focus of this programme was on women Self-Help Groups, which have been formed in large numbers in the State.

While launching the programme, it was estimated that there would be 108.96 lakh illiterates in the age-group of 15-35 years in the State and proposed to cover all those illiterates in a phased manner. In the first phase of Akshara Sankranthi Programme conducted between October, 2000 and April, 2001, about 29 lakh learners from Women Self Help Groups completed two prescribed primers. During the Year 2001-02, the Second phase of Akshara Sankranthi Programme was taken up and about 22 lakh learners completed two prescribed primers. During the year 2002-03, in the third phase of the programme, about 27.08 lakh illiterates were enrolled in the literacy centres. During 2003-04, 21.01 lakh non-literates were made literate. Thus a total of 99.09 lakh non-literates were made literate. The details of target, enrolment and achievements in Andhra Pradesh (district-wise) are given in Annexure-V.

1.4 Need for the Study

In a major study on the factors of success in literacy, Ali Hamadache and Daniel Martin (UNESCO 1986), identified three major factors for the success of the adult literacy programmes in the world. They are:

1. Political factors
   a) National commitment
   b) The political and socio-economic framework

2. Technical factors
   a) Public awareness
   b) Mobilisation
   c) Planning
3. The four basic principles
   a) Functionality
   b) Participation
   c) Integration
   d) Diversification

The first one is primarily concerned with government (political factors), the second one is related to the administrators and planners (technical factors) and last one is concerned with all. As seen from the experience of the programmes implemented in India, the political factors and basic issues remain constant in almost all the programmes. In the last sixty years, India remained a democratic and welfare state with commitment for socialist and secular policies and there has been no major shift in this. The political factors or policies towards literacy have remained constant. So, only technical factors played a major role in the success and failure of programmes.

"A close examination of the Indian scene, points out that there has been no dramatic change either in the political culture or in the political agenda since Independence, and, consequently, no significant change in educational policy in general and in adult literacy education policy in particular, should be expected. Changes from earlier adult education policy, if any, would essentially be in the realm of technology, not ideology" (Bhola: 1988:2). Policy analysis has two dimensions, one is desirability and another is the feasibility of policy. The desirability question is ideological, focussed on the justness of intended action and feasibility question is technological, focussed on the practicalities of implementation.

Analysis of literacy programmes implemented in India and experience of adult educators worked in the field show that the technical factors played a dominant role in success or failure of the programme. It would also be difficult to say that a particular programme is a complete failure or a total success. In each programme, there are some positive aspects and some negative issues.

Within the technical factors, four major aspects in each adult education programme which are considered crucial. They are: (1) Administrative structure created for the execution (2) Pedagogical methods used in content delivery, (3) Motivational and mobilisation strategies followed to reach the public and non-literate, and (4) Budget allocations and financial procedures followed. They are all
integral parts of the programmes and crucial for success or failure of the programme. Each programme implemented in India highlighted one or two particular aspects. Understanding the approaches followed in different programmes and their effectiveness is very useful in designing adult education programmes in Indian context.

It is very difficult to understand the effectiveness of these approaches adopted in different programmes because they were implemented over a period of time one after the other. No two approaches were followed simultaneously to make a comparative analysis. Similarly, it is also difficult to define the success in adult literacy programmes. There was a wide variation between internal and external evaluation reports and also evaluation reports of different agencies. So, most of the studies conducted on adult education have focused on the outcome and impact of the programme but a very few studies examined the relative merits and demerits of different approaches.

Keeping in view of the dearth of research on different aspects of adult education programmes for the success or failure of the programmes, a study of the approaches followed on four major components is proposed. The study is intended to find out the approaches followed and their operationalisation at micro level in the last 30 years from 1978 to 2008. West Godavari District of AP is purposively selected as it has implemented the two national programmes (National Adult Education Programme and Total Literacy Programme) planned at national level, one State level programme (Akshara Sankranti) and one local level programme (Akshara Mahila) conceived and implemented in the District.

The study focuses on analysing different approaches and strategies adopted in implementing the adult education programmes in Andhra Pradesh with special reference to West Godavari District. Experiences of the people who worked in these programmes were taken as the basis for analysis.

1.5 Chapterisation

The study is presented under six chapters. The first chapter introduces the adult education programmes in historical context and briefly describes the approaches followed for imparting literacy under different programmes. It discusses the literacy scenario in the world with particular reference to India and adult education
programmes implemented in India since Independence. It gives an overview of the literacy/adult education programmes chosen for the study.

The second chapter deals with the review of literature relating to the topic of research. It presents various studies conducted on adult education programmes in India and abroad and the evaluation reports of various agencies including studies relating to the issues such as Administration, Pedagogy, Motivation and Finance and the influence of selected variables viz., Gender, age and experience used in the study.

Statement of the problem, scope of the study, objectives and hypotheses of the study, definitions of certain terms used in the study need and importance of the study and limitations of the study are presented in third chapter.

The fourth chapter presents the method of investigation which includes sources of data, tools and techniques used, preparation of tools, locale of the study aspects of Adult Education Programmes, sample population, collection of the data, analysis of data statistical techniques employed.

The fifth chapter presents analyses and interpretation of results under four sections in the following sequence: Section -I deals with the Administrative aspects of Adult Education programmes, Section-II deals with Pedagogical aspects of Adult Education programmes, Section -III deals with Motivational aspects of Adult Education programmes and Section -IV deals with Financial aspects of adult education programmes. Under each section, the perceptions of respondents on each aspect (Administration, Pedagogy, Motivation and Finance) under different programmes (NAEP, TLC, AMP and ASP) is analysed in terms of age, gender and experience. Positive and negative aspects relating to the Administration, Pedagogy, Motivation and Finance under each programme mentioned above (NAEP, TLC, AMP and ASP) is also analysed. The results of Chi square test and Tests of Significance are also presented.

Chapter six summarizes the discussion of the above mentioned chapters and presents the major findings of the study. Conclusions, Recommendations and Suggestions for further research are also provided in this chapter.