CHAPTER – II

Review of Literature

1. Studies on NAEP
2. Studies on TLC
3. Study on Akshara Mahila Programme
4. Studies on Akshara Sankranti/Bharathi
5. Review on the Conditions for the Success of Adult Literacy Programmes
2. Review of Literature

This chapter presents the review of literature relating to the topic of research. Various studies conducted particularly the evaluation studies on different adult education programmes in India with particular reference to Andhra Pradesh are presented.

Adult education research in India is mostly conducted by various research institutions in the form of evaluations. However, the research/evaluations undertaken by the researchers and the research institutes were funded by the government. The nature and scope of their researches/evaluations mostly depend on the research agenda of the sponsoring agencies concerned. Thus, the research conducted in the field of adult education shows an excessive pre-occupation with evaluation of government-sponsored programmes of adult education. During the period from 1978 to 1992, about 88 government-funded evaluation studies were conducted by the 12 Social Science Research Institutions (Ila Patel 1994: 19).

Research was conducted at two levels, one was at the policy perspective and the other at the field situation. As Kundu (1987:16) rightly points out “Research alone can give us awareness to many questions and better insights in to the problems relating to adult education... integrating the new ideas and insights for making adult education a vital input for development”. Further, Kundu says that the type of research in the field of adult education should be such that it helps toanalyse the actual problem in the field and suggests the possible and practical solutions. Any appraisal or analysis of the process of implementation of adult education programme, understanding about the learning behaviours, new approaches in transmission of knowledge should all be considered as part of the research effort”.

While studies concerning various aspects of adult education, both from the theoretical and empirical view point, are highly useful in coming to grips with the very process of educating the masses of varied background, it is an inevitable reality that the programmes themselves are critically assessed as to their efficacy and success or failure in terms of achieving the intended goal. In this context, review of literature relating to the studies/ evaluations on the functioning and performance of adult education programmes are provided under the headings viz.. Studies on NAEP,
Studies on TLC, Studies on Akshara Mahila programme, Studies on Akshara Sankranti/Bharathi and the studies on the conditions for the success of Adult Literacy Programmes.

2.1. Studies on NAEP

There are about 20 studies which have focussed their attention on assessing the NAEP programme in different States. These reports mainly covered the awareness and functionality components. They also dealt with physical facilities like location, ventilation, seating arrangement, etc. Other aspects which received considerable attention are dropout rates, proportion of women among the learners and the factor of caste or tribal affiliation, and some other factors like the commitment of the instructor and its impact on learner. Besides, these reports also provided adequate direction for future reorientation of policy wherever required. Some of the studies which are directly or indirectly related are provided hereunder.

Manoharlal and Rajeswari Mishra (1982) conducted a study on Adult Education in Bihar. The objective of this study was to acquaint and assess the functioning of the NAEP through Rural Functional Literacy Projects. It dealt with the administrative and pedagogical issues of NAEP. The findings of the study was with regard to the up gradation of functional skills and social awareness. As per this, most of the learners were aware of the institutional facilities and services provided by the Government through different agencies and functionaries at the Block, Panchayat and Village levels. Such information came to them mostly through the instructor.

Aikara (1982) carried out a study on the functioning of adult education programme in Maharashtra. The findings of the study were that though there were 15 facilities belonging to the three areas of co-operatives/banks/telegraph and places of general facilities, About 40 per cent of the learners came to know about at least one facility for the first time through the AECs while 35 per cent of the learners got no new information on any of the facilities from the AECs.

Sardar Patel Institute of Economic and Social Research (1983) conducted a study on Adult Education Programme in Gujarat. The objective of the study was to examine the impact of the programme in terms of its three main components – literacy, functionality and social awareness - by contacting a sample of ex-learners. With regard to social awareness and functionality, the findings of the study were that

19
about 41 per cent of the learners were not at all aware, whereas approximately 5 per cent of the learners seemed to be socially aware at the time of joining the adult education centres. The remaining learners appeared to be partially aware. In terms of the degree of exposure, they seemed to be more exposed to literacy component whereas exposure to the aspect of social awareness was lying somewhere between the two.

Visaria and Mathew (1983) conducted a study on Adult Education Programme in Gujarat. Among many objectives the main objective of the study was to identify the areas of success and weakness of the programme. Findings of the study revealed that 1) a large proportion of learners could not respond accurately. It was also found that proportionately more women were ignorant than men on issues like the minimum wage rate and legal age at marriage for boys and girls. Some respondents however may already be informed about these before joining the programme.

Acharji et al (1983) conducted a study on 'National Adult Education Programme in Bihar'. The main objective of the study was to evaluate the achievement of the participants with regard to the three major components of NAEP viz., literacy, functionality and awareness. The findings of the study were that there was not necessarily a positive correlation between high awareness and high utilization rate in the aspects of agriculture. Although there was high awareness in seed distribution and chemical fertiliser in all the five blocks, Dumaria showed only 45 per cent and Nimdih only 29 per cent utilization rate in seed distribution.

Krishna Mohan Rao (1988) has conducted a study on the factors influencing adult education programme and their differential impact in tribal and non-tribal areas in Andhra Pradesh. He has analysed the implementation of National Adult Education Programme by taking various factors in success or failure. The study revealed that differences between tribal and non-tribal areas are not many. The differences between tribal and non-tribal areas are associated more with socio-cultural background of the communities. For example, it was found that women organisers were more successful in tribal areas than in non-tribal areas reflecting the comparatively higher status tribal culture accords to women. The analysis of structure and functioning of the project reveals that the project which was designed for effective implementation of the programme had turned into a typical bureaucratic structure with all its attendant features of inflexibility and centralisation of powers, leading to procedural delays. In a
programme which is target oriented and time bound with stress on innovativeness and flexibility such delays dampened the very spirit of the programme. The study of factors at village and centre level indicates that quite contrary to expectations the success rate of adult education programme is low not only in the most backward villages but also in the highly developed villages. It was in the ‘medium’ range villages that the programme was found to be successful. Yet another finding was that as the programme was successively repeated in a village or centre where there was a drastic decrease in the rate of success. The analysis of data on organiser related factors shows that there was an inverse relationship between educational qualification and length of service on one hand and the success of the centre on the other. Further, respectability and social standing of the organiser seem to be critical for the success of the centre. Data on learner related factors reveal that the learner who was able to relate to the organisers and to other learners was better motivated to attend adult education centres regularly. Regular attendance in turn helps the learner to perform better.

With the help of reputed social science institutions, the Government of India (1988) had conducted evaluation of literacy programmes under NAEP. The evaluation reports of the programme mentioned the strengths and weaknesses, which are given below. The Strengths of NAEP were:

1. Women motivation and participation was high.
2. Coverage of SC/ST was higher than the target.
3. The Project approach to management was feasible.
4. State Resource Centres have contributed significantly to the programme. The quality of teaching/learning material, which was brought out by them was good.
5. The programme worked well in those States where the adult education functionaries were recruited under special selection procedures.

The weaknesses of NAEP were:

1) The quality of training of functionaries was poor.
2) The monitoring system lacked credibility and there was considerable misreporting.
3) The learning environment in adult education centres was defunct and lighting arrangements were poor.

4) Mass media did not provide appreciable support.

5) Voluntary agencies did not receive cooperation from the State Governments and the procedures for their involvement discouraged them.

6) Learners' participation was irregular. There was considerable drop-out rate and relapse to illiteracy.

7) Achievement of literacy level was generally below the expectations and the delivery of components of functionality and awareness remained weak.

8) Absence of post-literacy and continuing education arrangements adversely affected the programme.

9) Political and administrative support of the State Governments and Panchayati Raj institutions was not forthcoming in an adequate and sustained manner.

2.2 Studies on TLC

Extensive studies have been conducted on Total Literacy Campaigns in almost all the districts. University of Hyderabad (1992) conducted an evaluation study on TLC of Chittoor district and reported that the achievement of male learners was 76-97 per cent, while that of the females was 75-85 per cent. The performance of SC learners was particularly good. About 80 per cent of the SC learners became neo-literate in comparison to 78 per cent of the STs and 74 per cent of the BCs and 79 per cent of other classes.

Saldana (1992) evaluated the Literacy Campaign in Warda district and the findings of the report were that the achievement of the sample learners comes to 47.24 per cent. Of them, about 52.2 per cent for males, 44.1 per cent for females and 46.0 per cent in case of Scheduled Castes and Scheduled Tribes. Both males and females generally scored high marks in numeracy as compared to their respective performance in reading and writing. About 67.96 per cent of the males and 60.7 per cent of the females attained grade A in numeracy as against 28 per cent and 20.2 per cent in reading and writing respectively. The mean scores of the total sample in numeracy were 76.17 per cent as against reading and writing.

Evaluation of literacy campaign in Jalna was conducted by Deshpande (1993) and the findings of the study were that about 20,109 learners appeared for the test and
of them 17,781 were found qualified as per the NLM norms by providing an overall achievement of 88.42 per cent. The pass percentage of the male was 89.20 per cent and the female 88.04 per cent. The scoring of marks, the average scores of both male and female were almost the same i.e., 81.17 per cent and 80.65 per cent respectively. Thus, the female learners proved that they are equally competent on par with the male learners. In the performance of young learners in the age group of 9.14 years in the district was as good as or in some cases little better, than that of the adult learners. The comparative performances of learners in reading, writing and numeracy, it was found that writing ability with 30.2 per cent mean score was the lowest as compared to numerical ability with 83.96 mean score and writing ability with 72.23 mean score.

Prem Chand (1993) evaluated the TLC of Dungarpur in Rajasthan and found that out of 3891 learners who appeared for the test, about 3574 (91.9%) achieved level \('A\)' scoring more than 70 per cent of marks, 272 (7.0%) learners scored between 50-70 per cent marks and 45 (1.1%) learners achieved level \('C\)' by scoring less than 50 per cent of marks. Out of the achievers (3574) of grade \('A\)', out of 1220, about 1155 were males and out of 2671, 2419 learners were females. Achievements in different literacy abilities viz., numeracy, reading and writing by the learners at 90.5 per cent, 87.6 per cent and 76.3 per cent respectively and achieved \('A\)' grade.

Tata Institute of Social Sciences (1993)(a) evaluated the TLC in Lathur. The report noted that about 82 per cent of the evaluated learners scored above 50 per cent marks in the literacy test. As per the NLM norms, about 58.4 per cent of the males, 45.2 per cent of females, 51.6 per cent of the learners in rural areas and 38.95 per cent of the learners in the urban areas succeeded in the test. The success of the SCs and STs was 46 per cent performance in the three components i.e., reading, writing and numeracy. It was found that the mean performance score was good in numeracy than the performance score in reading and writing.

Tata Institute of Social Sciences (1993)(b) evaluated the TLC in Nanded district of Maharashtra and noted that the learning outcome on the basis of literacy test was 82.7 per cent. About 70.7 per cent of the learners attained literacy as per the NLM norms. Of them, 61.8 per cent of the learners scored more than 70 per cent of marks, 20.9 per cent scored between 50-70 per cent marks. The achievement rate of SCs, STs and Minority Communities comes to 58.8 per cent. The achievement of learners in reading, writing and numeracy were 81.2 per cent, 75.5 per cent and 82.7
per cent respectively. Overall achievement of literacy campaign was 41.90 per cent. It was also noted that those who had less than six months of learning, performed poor as compared to those who had more than six months of instruction.

Mishra (1994) of Vikram University evaluated the TLC in Ratlam district in Madhya Pradesh and found that 86.46 per cent of the sample neo-literates reached the NLM norms of proficiency. About 45 per cent of the neo-literates obtained the score of above 80 followed by 31.27 per cent obtained the score between 70 to 79. Only 13 per cent had obtained less than the score of 60. Letter writing was the weakest point of neo-literates. Achievement in reading, writing and numeracy and oral questions were calculated as 92.03, 75.77, 70.27 and 79.06 per cent respectively. Achievement of rural areas ranged from 69.53 to 91.19 per cent, while in urban area it was ranged higher i.e., between 69.53 and 98.26 per cent.

Ahmed Musthaq (1994)(a) evaluated the TLC of Agra district and noted that the overall success rate of 70.66 per cent, which indicates that the district had done well. Out of 8011 sample learners, about 5613 learners achieved the literacy by providing the success rate of 70.66 per cent. With regard to age group-wise performance, about 73.38 per cent are in the age group of 9-14, about 69.67 per cent are in the age group of 15-35 and 67.07 per cent in the age group of 35-40 years have achieved the literacy as per the NLM norms. Urban areas performed better with 75.30 per cent success in comparison with the rural areas.

Further, the TLC in Almora district was evaluated by Ahmed Musthaq (1994)(b) noted that the learners’ outcome was 40.3 per cent as per the NLM norms. Some villages deemed best by the ZSS, were also tested separately. Their outcome came arrived at 38.1 per cent which was less than that of the whole district. Among the blocks, the performance of Kapil had proved to be the best i.e., 49.3 per cent.

Council for Social Development (1993) conducted a study on the TLC of Karimnagar district and found that as many as 92.3 per cent of the learners become the neo-literates. The achievement of the males was 93.6 per cent and the females were 90.3 per cent. State-wise achievement of the learners showed that 90.8 per cent of STs, 92.7 per cent of SCs, 92.2 per cent of others have become neo-literates. The report also revealed that the achievement rate of below 15 years learners was 92 per cent and it was 88 per cent among the age group of above 35 years of age. With regard to the achievement level in different components of literacy, it was found that
87.3 per cent had a good ability to read, 86.3 per cent in writing and 84.3 per cent had good ability in numeracy.

University of Hyderabad (1992)(b) evaluated the TLC in Nizamabad district and found that about 90 per cent of the sample learners have become neo-literates. Of the successful learners, about 40.37 per cent were the males and the remaining 59.63 per cent were females. The Andhra University (1994) conducted an evaluation study on the TLC of Srikakulam district and reported that 82.05 per cent of the learners attained literacy as per the NLM norms. The success rate of males was recorded as 82.66 per cent and that of the females (81.36 %). The success rate of SCs (80.10%) was a little less than that of STs (82.66 %). With regard to the achievement in three literacy abilities, the successful learners displayed better performance in numeracy followed by reading and writing. With regard to the community and sex-wise performance, the achievement of the STs was reported as 82.66 per cent (86.39% males and 79.55% females). Almost a similar percentage with a negligible difference is found between the two genders among the SCs, Backward classes and the other classes.

Further, the TLC in Visakhapatnam district was evaluated by Andhra University (1993). The report revealed that 92.27 per cent of learners successfully passed the examination. The performance of females (96.2 %) in literacy test was better than the males(94%). Regarding he caste-wise achievement, it was 91.16 per cent, 92.71 per cent for SCs, 91.13 per cent for STs and 92.93 per cent for BCs and other classes. With regard to different literacy abilities, about 70.20 per cent are reported as successful in reading, 96.86 per cent in numeracy and 45.42 per cent in writing.

National Institute of Rural Development (1994) evaluated the TLC in West Godavari district and noted that the literacy performance of learners was 81.79 per cent. The success rate of males was reported at 81.14 per cent and for females, it was 81.94 per cent. The success rate of the SCs was reported as 81.13 per cent and that of the STs, it was 78.92 per cent. Institute for Social and Economic change (1994) evaluated the literacy campaign of Bijapur district and reported that the skill to read was found to be very high among the learners. It also reported that learners below the age of 25 years were able to write better than those belonging to the older age-group. Similarly, it was also observed similar finding was also observed by the above agency.
with regard to the literacy skills of the learners in Dakshina Kannada district of Karnataka state.

Indian Social Sciences Institute (1993) evaluated Mandya district and reported that 77.4 per cent of the learners attained literacy as per the National Literacy Mission (NLM) norms. Further, it also found that success rate of males was higher than the females. This rate was a little lower among the Scheduled caste and Scheduled tribe learners when compared to other categories. The performance of the age group of 9-14 was lower than the age group of 15-35 and the writing skill was the weakest link in the chain of literacy abilities.

Sardar Patel Institute of Economic and Social Research (1993) has conducted an evaluation of Ahmadabad total literacy campaign. The report revealed that about 70.9 per cent of sample learners attained the prescribed norms of literacy. The sample includes 51.1 per cent of pancha tribe, 14.3 per cent SCs and 5.5 per cent of STs. The same agency has evaluated Bhavanagar city literacy campaign in 1993. Out of 400 sample learners, only 160 were tested by the agency. About 85 per cent were females, 70 per cent were married, 34 per cent belonged to SCs and STs. Occupational distribution of the sample revealed that the majority of them belong to various labourers' category. According to the report, about 68.1 per cent of the learners have become literate. Further, the Sardar Patel Institute of Economics and Social Research (1994) has evaluated the Total literacy campaign in Dagg district of Gujarat. It has reported that the male learners performed better than the females in the literacy test. Caste-wise analyses show that the achievement of Scheduled Tribe learners were far better than other communities. Occupation-wise achievement showed that other labourers performed better than the cultivators, Agricultural labourers and service labourers. In Kutch district, the SPISER evaluated the literacy campaign in 1993 and reported that the achievement of male learners was better than the females. The success rate of males was 68.4 per cent while the success rate of females was 62.1 per cent. Similarly, the ST learners performed better than the other caste groups.

Krishnamurti et al., (1995) have made a critical survey of evaluation reports of Ernakulum, Burdwan, Medinipur and Chittoor spread over the States of Kerala, West Bengal and Andhra Pradesh and noted the following distinctive features of the campaigns:
The duration of the campaign varied from 1 to 2 years. The evaluation of Total Literacy Campaign in Ernakulum District was studied with the social impact, while the three other evaluations are restricted to the study of literacy outcomes only.

There was no uniformity in the methodology followed for evaluation of TLCs.

There was a wide variation in the coverage of target group, i.e., from over 2 lakhs in Ernakulum in Kerala to 16.5 lakhs in Medinipur in West Bengal.

The External Evaluation Teams constituted for the reported districts determined the literacy levels, each choosing a different cut-off mark. Thus, while Ernakulum fixed 80 per cent (on the aggregate), Burdwan fixed at 50 per cent for component wise, Medinipur at 50 per cent in component-wise and 60 per cent or more in aggregate, Chittoor stands at 60 per cent for component-wise.

The size of the samples chosen by different evaluation teams varied considerably from a just 346 respondents chosen by Ernakulum evaluation to nearly 20,000 in Medinipur district.

The levels of achievement in literacy campaigns in the districts under report varied from 77.60 per cent (involving nearly 17 lakh learners) to 91.37 per cent (involving nearly 3 lakhs).

Burdwan and Medinipur TLCs associated by the External Evaluation Teams in Evolving methodology for internal/external evaluations.

A comparative study of reading materials prepared in accordance with the IPCL and used in different literacy campaigns, if attempted, may bring out the particular emphasis characterizing each of the campaigns.

All studies highlighted the necessity for effective post literacy and continuing education strategy.

The Chittoor study alone appended the test paper used for evaluation.

There is no uniformity in the weightages given to the three components viz., reading, writing and numeracy by different evaluation teams.

Except Chittoor and Ernakulum, other evaluation teams have not projected the literacy level of the District after the conclusion of the TLC.

Ramabrahmanam and others (1997) evaluated the literacy campaign implemented in East Godavari district of Andhra Pradesh. The results revealed that...
30.9 per cent of neo-literates became literates. Further the Investigator found that age and caste are not significant variables in influencing the literacy performance of learners.

2.3 Study on Akshara Mahila Programme

Mathew, A. (2002) has studied the Literacy movement in West Godavari district i.e., Akshara Mahila Programme, which was an innovative approach tried out in the district by involving women SHGs during the period from 1997 to 2000. This study has focused on CE Programme, which was an outcome of the information and insights gathered through long interactions with the organizers and field functionaries besides collecting information from the district, mandal and CEC levels. The researcher pointed out that the WG initiated an innovative literacy programme that eventually culminated in a second generation of TLC in the whole state, named as Akshara Sankranthi and was launched on 2nd Oct, 2000. He noted that the basic features of AMP were—about 40,000 self help group women to be made literate, the Department of Adult education at the district level played a major role in organising the programme; the primers were developed locally based on the experience of field functionaries and grassroots workers. Alphabetic method of teaching was introduced in Chaduvu Vaachaka. Six day Training was made integral part of monitoring; motivational activities at the centre and village levels were planned almost on a weekly basis to sustain the environment; it was jointly funded by the ZSS and District Rural Development Agency (DRDA).

2.4 Studies on Akshara Sankranti/Bharathi

Few evaluation studies have been conducted on implementation of Akshara Sankranthi programmes in Andhra Pradesh. Bhat (2002) conducted evaluation of Akshara Sankranti Programme in Visakhapatnam District. He studied success rate in Geographical area wise and found that the success rate was high in Visakshapatnam revenue division (33.1%) compared to Paderu tribal area (11.6%). Similarly Centre for Media Studies (2001) conducted external evaluation of Akshara Sankrati Programme in Nellore District and found that about 19.1 per cent of the target groups have become literate in Akshara Sankranti in Nellore district. They have calculated that the per learner cost at Rs.160/-.
Kumaraswamy, T. et al. (2005) evaluated the Akshara Sankranthi Programme in Chittoor District with main focus to evaluate the motivational aspects such as environment building, motivation of learners in the programme. The sample of the study consist of 120 volunteers and 120 adult learners who have successfully completed their course. The tools used for data collection are questionnaire to measure the motivational aspects, checklists for assessing the impact and to identify the problems, achievement test to assess the performance of learners and rating scale to know the attitude of learners. Percentages, ‘t’ test, ‘F’ test were used in analyzing the data. Major findings of the study were that (1) kalajathas, public meetings, door-to-door contacts and discussions with the grassroots level were adopted along with Slogans, wall writings, street plays, mike sets and cassettes. Other methods include pamphlets, posters, banners, sports and games, torch light processions, bhajans and songs, cycle rallies etc. (2) Volunteers perceived that the kalajathas, public meetings, door-to-door contacts and discussions and padayatras have highly motivated the learners. (3) MLOs, Panchayat Coordinator, local teachers, village elders, mahila mandal / youth club/rotary club members etc., visited the literacy centres to motivate the learners and others. (4) The functionaries have made efforts to link literacy with the programmes of immunization, school enrolment, tree plantation, income generation programmes etc. (5) It was also noted that the problems in environment building are (a) lack of support from community, (b) lack of proper organization of kalajathas, (c) lack of novelty in the activity, and (d) lack of adequate number of posters and banners. Suggestions for improving the learner motivation and environment building were: organization of kalajathas atleast three times during the course of programme, organization of street plays and role plays, providing incentives to learners and volunteers, review of the programme periodically, involvement of development personnel, providing physical facilities, constant attention by the top level functionaries etc.

Department of Adult & Continuing Education of Sri Venkateswara University (2007) conducted an external evaluation of Akshara Bharathi programme in West Godavari district. The major findings were: about 70.38 per cent of learners have attained literacy level in the district. Of all the Three Rs of literacy skills, the performance in writing skills was more (79.32%) when compared to reading (66.77%) and numeracy (51.69%) skills. Further, the attainment of numeracy skills was low in...
three divisions out of the four divisions in the district. Ramabrahmam and others (2007) conducted external evaluation of Akshara Bharathi Programme in Chittoor district. It was found that about 65 per cent of sample respondents achieved the prescribed level of literacy. More than 65 per cent of the neo-literates are from the weaker sections and female neo-literates outnumbered the males.

2.5 Review on the conditions for the success of Adult Literacy Programmes

Few studies were conducted on the conditions which were needed for the success of different Adult Literacy Programmes in India and Abroad are discussed in this section.

Akanji T.A. and Olawuni A.O. (2011) examined the mobilization strategies as determinants of partnership in sustainable Community Development projects in South Western Nigeria. The descriptive survey design was adopted for the study. The stratified random sampling technique was used to select 1217 C.D. partners in the selected local government areas. Two sets of questionnaires, using the Likert five point scales was used to test the attitude of the respondents and open-ended were also used to test other areas. Further, Key Informant Interview (KII) for community organization leaders and Focus Group Discussion (FGD) for Government Officers, NGOs, Community development agents and other stakeholders of Community Development. Descriptive statistical tools of simple frequency count and simple regression was used to analyse the research questions. The findings of the study were that there were joint impacts of community education, integration of different groups, provision of development information, team work and change-agent methodologies on Partnership for sustainable Community Development. Based on the findings, the authors recommended that the project initiation should always be with the knowledge of community people who are the direct beneficiaries of the projects, efforts should be geared towards the building team spirit, social networking and adequate enlightening programme should be engaged for community people to partner with the government to develop their community.

Bhalbha Vibhute (2005) explained about the important essential pre-conditions for successful working of Adult Education Programme in India. They include: 1) Involvement of masses in instruction, organizing cultural programmes,
providing space and light for the centre, visiting the centres for motivating the learners and observing progress, providing teaching learning materials, giving constructive suggestions, donating books, monitoring and evaluation etc.;

2) Dedicated functionaries in motivating the people to participate in the programme, enlightening the importance of education, acquainting with the techniques required to motivate the people; 3) Political will means to express the views and wishes of the people in the legislative body, executing the policies accepted by the legislatures; through the ideologies, the political parties try to enlighten the masses about the ideological outlook towards the problem, publicizing their views through the election manifesto, motivating their workers to eradicate illiteracy; 4) Active involvement of religious institutions in social life and setting the social order, preaching dharma, directing their followers, showing right path, preparing the people to find out their own ways based on justice and motivating them to involve in literacy work; 5) Educational institutions by expanding the frontiers of knowledge to the masses through formal and non-formal means of education, organizing extension activities, involving the students and teachers in the education of masses; and 6) Media agencies by creating awareness, enlightening the people, raising public opinion, creating conducive environment for literacy, reserving certain portion in the newspapers for literacy activity.

Prasad Rajendra, M. & S. Sudaram (2005) explained about the Pedagogical, Andragogical and Heutagogical models and recommended the heutagogical model, which will recognize the need to be flexible in learning and the learner designs the actual course he or she might take by negotiating learning. They argued that the Pedagogue, perceiving the pedagogical assumptions to be the only realistic assumptions, will insist that the learners remain dependent on the teacher, where as the andragogue, perceiving the movement toward the andragogical assumptions is a desirable goal, will do everything possible to help the learners like increasing responsibility for their own learning. They opined that the pedagogical approaches, which do not suit the learning styles of teacher educators, have failed in making the capable teachers through teacher education. They also pointed out if we want to move from teacher centered- learning to student-centered learning, we have to make a judicial move from pedagogical approaches to adragogical approaches and finally heutagogical approaches and minimize the drop-out rates at primary, secondary and
tertiary levels. They have noted that heutagogical approaches to education and training emphasise the humanness in human resources, the work of self-capability, a system approach that recognizes the system-environment interface, and learning as opposed to teaching. Further, they have suggested that a shift in thinking towards andragogy and heutagogy will enable the control of learning to shift more appropriately to the learner, so that it will enable a far more creative approach to learning.

Sum Up

The above review of literature showed that all the evaluation studies focussed on learners' assessment while evaluating the literacy programme in a district. Further, there are a very few studies (Gol 1988, Krishna Mohan Rao 1988) conducted for examining the relative merits and demerits of different approaches adopted in literacy/adult education programmes. None of the above studies elaborated on the components/approaches such as administrative system or the motivational strategies or the financial support to the programme. Keeping in view the dearth of research on different aspects, the present study was taken up to analyse the approaches followed in relation to four aspects viz., administrative system, pedagogical issues, motivational strategies and financial aspects and their effectiveness in the implementation of literacy/adult education programmes such as the National Adult Education Programme, Total Literacy Campaign, the Akshara Mahila programme and Akshara Sankranthi programme.