

DEVELOPMENT THROUGH LITERACY : A STUDY OF FISHING COMMUNITY IN ANDHRA PRADESH

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ABSTRACT

The study looks into the participation and usefulness of the Akshara Bharathi (adult literacy) Programme among the people belonging to fishing community in the State of Andhra Pradesh (India). Out of the three literacy components-reading, writing and simple arithmetic more achievement was observed in reading skills than the other two. Fisherwomen actively participated and the level of achievement was more than the fishermen due to their consciousness to learn the 3 "R"s, which are needed, in their fish marketing activity. The literacy skills learned from the Akshara Bharathi have a positive impact on people belonging to fishing community on socio-economic development of the family in terms of increase in the family income, children's education, and health situation and family welfare. There is a need to cover all the leftover illiterate persons particularly males by propagating the usefulness of the programme through various mass media channels. Proper supervision is very much essential to achieve better results for the existing programmes. The government has to initiate the establishment of "Corpus Fund" exclusively for attainment of total literacy in the fishing villages by deducting some percentage of foreign exchange earned from fish exports.

Introduction

Literacy is a key aspect of human development with important benefits for people's livelihoods and capabilities, influencing their ability to access information and resources and to manage change (Maddox. B (2001). Literacy is one of the main channels to learn new technologies, which improve people's occupational skills to be more productive and earn more incomes. The basic literacy helps the individual to strengthen the competencies, develop commitment and also improves the rational thinking which in turn moulds them into responsible citizens. Basic literacy also helps the individual to receive the communication properly and communicate the things to others

efficiently, which is a must for the development of an individual. The World Bank study reviews evidence from 13 countries on the effects of programmes of basic adult education in promoting beneficial changes of attitude and behaviour and finds that at least substantial minorities of participants tend to :

"Show enhanced confidence and autonomy within their families and their communities are more likely to send and keep their children in school and monitor their progress, alter their health and nutritional practices to the benefit of their families, be influenced in reducing their norms on family size, augment their production and incomes through the information provided through the

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programme or by accessing information elsewhere, participate more strongly in community and political affairs, show better understanding of messages disseminated by radios well as printed media, develop new and productive social relations through their learning groups, retain their skills in literacy and use them to expand their satisfactions in daily life".

The basic objective of the adult literacy programmes is to make the illiterate youth into literates, which facilitate to mould the people as responsible citizens and improvement in their personality development. In view of the multiple advantages, the government of India has been implementing many adult literacy promotion programmes.

During the year 1988, the National Literacy Mission (NLM) was launched on the basis of education policy and its main objective was to eradicate adult illiteracy in a time-bound manner. The mission seeks to impart functional literacy to illiterate persons in 15-35 age groups. In qualitative terms, functional literacy implies: (i) Self-reliance in 3"R"s (reading, writing and simple arithmetic) (ii) Participation in the development process (iii) Skill improvement to improve the economic status and (iv) Positive thinking about the national integration, women's equality, and conservation of environment, health and family welfare etc.

The State of Andhra Pradesh joined hands with the NLM to achieve higher literacy rate in the State and started many adult education programmes. *Akshara Bharathi* Programme is one of the adult literacy programmes in the State to make illiterate youth literate, which was launched on 2 October 2004. This programme has been implemented in a phased manner. About 33.37 lakh non-literates were enrolled in the first phase and out of the total enrolled, 21.38 lakh were literates. The second phase of *Akshara Bharathi* Programme had commenced on 5 March 2006 in the entire State of Andhra Pradesh except Hyderabad city. In this phase, 12.37 lakh non-literates were enrolled in 83,874 literacy

centres. In the second phase of *Akshara Bharathi* Programme, more focus was given to the educationally backward fishing, shepherd communities etc. Many studies have been taken up on impact of adult literacy programmes among different social groups. There are limited studies with regard to impact of adult literacy on fishermen community in India. Hence it is an attempt to know the Profile, Performance and Perceptions of Fishing community on *Akshara Bharathi* (basic literacy programme) in the marine villages of Andhra Pradesh by framing the specific objectives.

Methodology

Objectives of the Study

- * To test the performance levels of the learners belonging to fishing community
- * To know the influence of learners' background on achievement levels
- * To find out the perceptions of the fishermen about the *Akshara Bharathi* Programme.

The data used for this study are a part of the data collected for the major study entitled "Evaluation of *Akshara Bharathi* programme in Prakasam" district of Andhra Pradesh in India. Two Marine Mandals namely, Singarayakonda and Ulavapadu were selected for this study, where more learners were concentrated. Altogether five marine villages were selected for this study. On the whole, 256 *Akshara Bharathi* Programme learners belonging to fishermen community were chosen from the five selected marine villages (Table 1). Keeping the objectives in view, an interview schedule-cum-test paper was prepared. The basic particulars of the learners belonging to fishermen community were collected from the learners directly. Apart from this, focus group discussions were also conducted in the sample marine villages to elicit more information on the usefulness of the *Akshara Bharathi* Programme on the fishing community.

*Sample Design***Table 1 : Selection of mandals, villages and sample learners**

Name of the State	Name of the Mandal	Name of the Village	No. of learners tested and interviewed
Andhra Pradesh	Singarayakonda	1. Pakalapallipalem	52
		2. Binginapallipalem	52
		3. Ullapalem	52
	Ulavapadu	4. Tenkayachatlapalem	51
		5. Peddapattapupalem	51
Total			256

Measurement of Performance Level : To measure the performance levels of the learners in literacy skills, a test paper was prepared and administered to the sample learners. This test paper was prepared based on the primers supplied by the Zilla Saksharatha Samithi (ZSS) and according to guidelines of the National Literacy Mission (NLM) and contains three major literacy components- reading, writing and simple arithmetic. This test paper was helpful to measure the performance levels of learners in all the three main components of literacy – Reading, Writing and Simple Arithmetic.

Allocated Marks in the Test Paper : According to NLM guidelines, the following marks were allocated in the test paper to three major

components of the literacy. Marks allocated to reading were 40 and 30 each for writing and simple arithmetic. Altogether 100 marks test paper was prepared for evaluating the performance levels of the sample learners of *Akshara Bharathi* Programme.

Method adopted to “qualify person”

After administering the test paper on the sample learners, marks were allocated to each component to measure their performance levels in each component and overall performance levels in all the three (Reading, Writing and Simple arithmetic) components. Based on the marks obtained by the learners, literacy rate was estimated. The literacy rate was calculated based

Table 2 : Method adopted for qualified person

Literacy components	Total allocated Marks	Marks to be secured to become a Literate	In terms of Percentage	Qualified
Reading	40	More than 20	50	Secures minimum 20 marks and above
Writing	30	More than 15	50	Secures minimum 15 marks and above
Simple Arithmetic	30	More than 15	50	Secures minimum 15 marks and above
Total	100	Overall 70% and above	Overall 70% and above	Secures minimum 70 marks and above

on the NLM norms which specify that a learner is considered literate if he / she is qualified in all the literacy components with more than 50 per cent of marks and obtained a total score of 70 per cent of marks in all the three major literacy components. Based on the literacy rate, the sample learners were classified into two - (i) Qualified learners, and ii) Not qualified learners.

Performance Levels of Learners (fishermen) in Literacy Skills

One of the objectives of this paper is to examine the percentage of learning skills

achieved by the learners belonging to fishing community in *Akshara Bharathi* Programme. So an attempt is made to measure the performance levels of learners in all the three major components in literacy - Reading, Writing and Simple Arithmetic.

Overall Percentage of Achievement of Learners of Fishing Community : Nearly 34 per cent of the total sample fishermen (learners) became literates from the *Akshara Bharathi* Phase - II i.e., Qualified in the test as per the norms of NLM by scoring 70 per cent of aggregate marks, besides achieving the 50 per

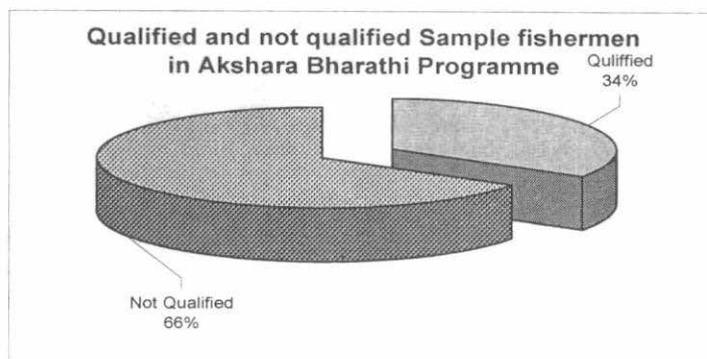
Table 3 : Achievement levels of sample learners in fishing community in three basic components by qualified and not qualified

Three basic components (reading, writing and arithmetic) and Category of learners		Achievement levels of learners (in percentages)				
		Up to 25	26-49	50-69	70+	Total
Reading	Qualified	-	-	7 (8.1)	80 (91.9)	87 (34.0)
	Not Qualified	23 (13.6)	37 (21.9)	56 (33.1)	53 (31.4)	169 (66.0)
	Total	23 (9.0)	37 (14.5)	63 (24.6)	133 (51.9)	256 (100.0)
Writing	Qualified	-	-	11 (12.6)	76 (87.4)	87 (34.0)
	Not Qualified	26 (15.4)	82 (32.0)	44 (26.0)	17 (10.1)	169 (66.0)
	Total	26 (10.2)	82 (32.0)	55 (21.5)	93 (36.3)	256 (100.0)
Simple Arithmetic	Qualified	-	-	23 (26.4)	64 (73.6)	87 (34.0)
	Not Qualified	74 (43.8)	54 (32.0)	34 (20.1)	7 (4.1)	169 (66.0)
	Total	74 (28.9)	54 (21.1)	57 (22.3)	71 (27.7)	256 (100.0)
Overall achievement in three components	Qualified	-	-	-	87 (91.6)	87 (34.0)
	Not Qualified	12 (7.1)	70 (41.5)	79 (46.7)	8 (8.4)	169 (66.0)
	Total	12 (4.7)	70 (27.3)	79 (30.9)	95 (37.1)	256 (100.0)

cent and above in each literacy component (reading, writing and simple arithmetic). F4 indicates that 66 per cent of sample learners were not qualified in the test.

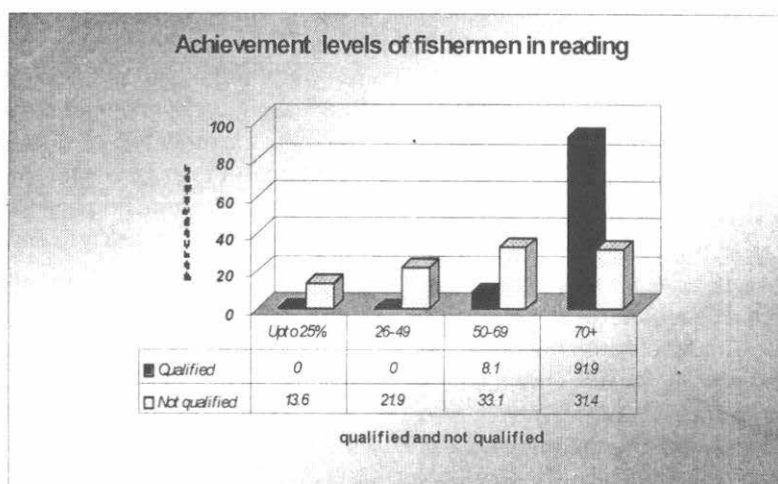
Among the not qualified learners, 7 per cent of them have not even secured 25 percentages of marks, 43 per cent of them secured only 26-49 marks, 47 per cent of them secured between 50-69 marks. When probed further, it was revealed that irregular attendance is one of the main causes for this low

achievement. So the ZSS (Zilla Saksharatha Samithi) has to take appropriate steps to improve the attendance of the learners by finding out the reasons of irregularity from the learners and take possible steps to improve their attendance by conducting awareness camps in the villages and frequent visits to the centres. It was also observed that most of them seemed to have given more priority in spending their time for their occupation (fishing) than learning the 3"Rs" (Reading, Writing and Simple Arithmetic).



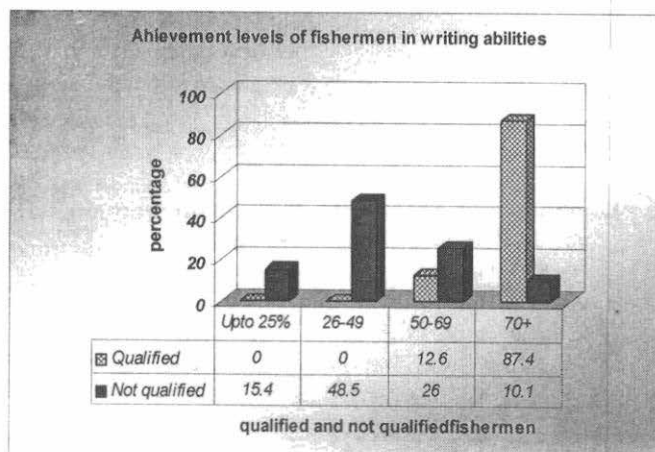
Achievement Levels in Reading: With regard to achievement levels in reading, out of total 256 sample fishermen, 76 per cent of learners have scored 50 per cent and above marks in the reading. Among the qualified learners, 92 per

cent of them scored more than 70 per cent and above. In the case of not qualified learner category, 36 per cent have not even scored 50 per cent of marks in reading.



Achievement Levels in Writing : When compared with the reading levels of learners (fishermen), the achievement levels in writing abilities are falling. Out of the total 256 total sample fishermen, 58 per cent of them have scored more than 50 per cent and above marks in writing. When a comparison is made between

the qualified and not qualified categories of learners, 87 per cent of the learners have scored 70 per cent and above marks in qualified category and 10 per cent of not qualified category scored 70 and above per cent of marks. Ten per cent of total learners have not scored even 25 per cent of marks in writing.



Achievement Levels in Simple Arithmetic: The achievement levels in simple arithmetic are very low when compared with the reading and writing abilities. When comparison is made between the qualified and not qualified categories of learners, 76 per cent of learners in not qualified category have not even scored 50 per cent of marks. Out of the total 256 sample fishermen, 50 per cent of them have scored more than 50 per cent and above marks in simple arithmetic and the remaining 50 per cent of them have not even scored 50 per cent of marks.

Thirty four per cent of the total sample fishermen became literates from the *Akshara Bharathi* phase-II i.e. Qualified in the test as per the norms of NLM by scoring 70 per cent of aggregate marks, besides achieving the 50 per cent and above in each literacy component (reading, writing and simple arithmetic). On the whole, the achievement levels of the learners are more in reading than the other two components- writing and simple arithmetic. This may be because of lack of practice of the learners

in writing and simple arithmetic. The field observations also reveal that workbooks (primers supplied by the ZSS) were unfilled. No proper supervision by centres was the main cause for this low level of achievement in these two components. In future programmes, the ZSS has to take care in this aspect by checking the workbooks of the learners and give instructions to the Instructors to make them filled by the learners. Then only the learners can improve their writing and arithmetic skills. Some learners have scored good marks in one of the subjects and neglecting the other two components. The ZSS has to find out the reasons for low learning of the learners by conducting review meetings of the programme periodically to get good results in all these three components.

Learners' Background and its Influence on Levels of Literacy Achievement

In this section, an attempt is made to know the background of the learners such as age, gender, caste and occupation and its impact on

the literacy performance levels of the fishermen. This type of analysis (cross tabulation with age, gender and occupation with literacy performance of the fishermen) will not only give us the real picture i.e. which factors are influencing to improve or hinder the performance levels of the fishermen, but also give us the important measures to improve the quality of these types of mass oriented programmes in future.

Age of the Learner and Literacy Performance: An attempt was made to know

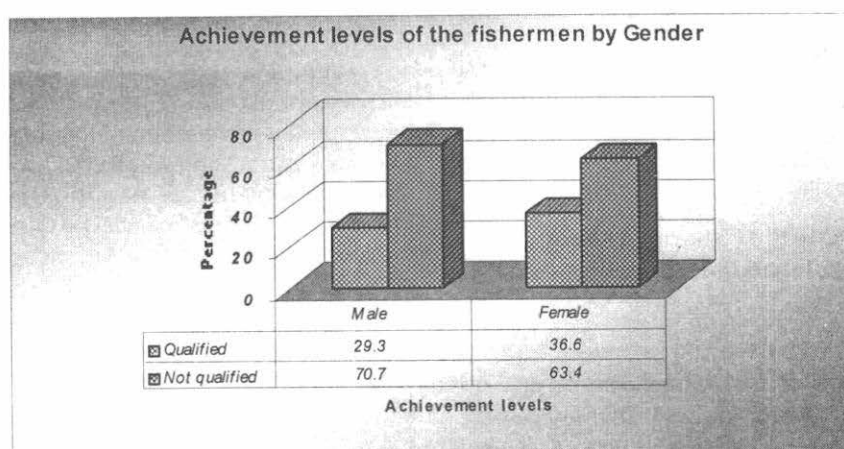
whether age of the learner has any influence on the literacy performance. Table 4 gives us the age-wise distribution of learners and their literacy performance levels. It was observed that out of 43 fishermen (learners) in the age group of 15-20 years i.e. 42 per cent of learners were qualified. In the case of fishermen who are in the age group of 21-25 years, out of 66 learners, 39 per cent of them were qualified in the test. Nearly 80 per cent of the qualified learners were in the age group of 15-25.

Table 4 : Achievement levels of the learners by age

Age	Results		Total
	Qualified	Not Qualified	
15-20	18 (41.8)	25 (58.2)	43 (100.0)
21-25	26 (39.4)	40(60.6)	66 (100.0)
26-30	25 (31.6)	54 (68.4)	79 (100.0)
31-35	15 (27.8)	39 (72.2)	54 (100.0)
36+	3 (21.4)	11 (78.6)	14 (100.0)
Total	87 (34.0)	169 (66.0)	256 (100.0)

Gender and Literacy Performance : More females were enrolled in the literacy centres because more priority was given to the self-help groups. The percentage of achievement is more

in case of females than males in the learning centres. The field observations reveal that fishermen have not shown much interest towards the programme than the fisherwomen.



Fishing Activity and Literacy Performance: Table 5 gives us the influence of the fishing activity of the fisherman on literacy performance. Generally the fishing activity plays an important role in literacy programmes as a person has to spend more time to learn things depending upon the availability of his leisure and the availability of time again depends upon his fishing activity. So an attempt was made to know this by cross

tabulation with the activities of the learners. Table 5 gives fishing activities, more percentage of fishermen belonging to marketing activity have qualified in the test than other fishing activities. This may be due to importance of "3Rs" in their daily life and motivated them to become literate. Very low performance was seen in others category.

Table 5 : Activity-wise achievement levels of people in fishing community

Fishing activities	Results		Total
	Qualified	Not Qualified	
Fish workers	4 (12.5)	28 (87.5)	32
Traditional boat owners	6 (30.0)	14 (70.0)	20
FRP boat owners	8 (53.0)	7 (47.0)	15
Net making/Repairs	12 (34.3)	23 (65.7)	35
Boat drivers	3 (20.0)	12 (80.0)	15
Fish Marketing	32 (62.0)	20 (38.0)	52
Fish sorting	2 (16.7)	10 (83.3)	12
Fish processing	12 (33.3)	24 (66.7)	36
Fish drying	6 (30.0)	14 (70.0)	20
Others (salt farm workers, seed collection etc.,)	2 (10.5)	17 (89.5)	19
Total	87(34.0)	169(64.0)	256

To sum up, with regard to age of the learner and his/her performance, more number of learners (80 per cent) in the age group of 15-25 years were qualified than other age group of learners. More fishermen belonging to marketing activity are qualified in the test than other fishing activities. This may be due to importance of "3Rs" in their daily life.

Perceptions of the Fishermen about Usefulness of the Adult Education Programme

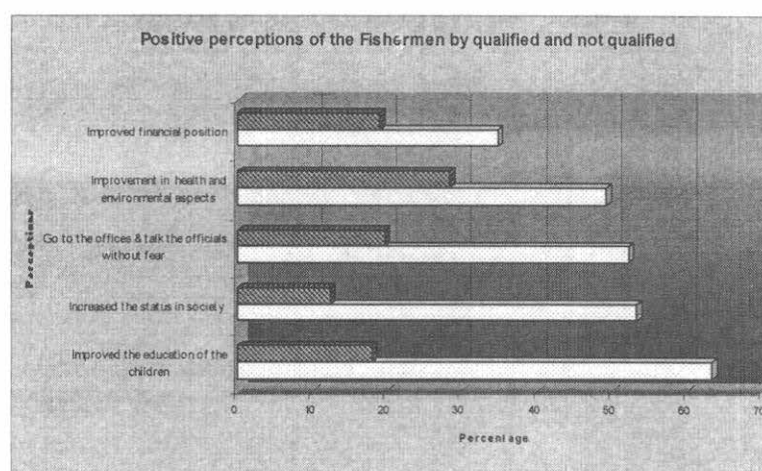
It is very essential to find out the perceptions of the fishermen about the usefulness of the programme in their daily life. So in this context, an attempt was made to know the perceptions of the fishermen by probing the

learners in direct interview method. Gathered information was analysed by qualified and not qualified categories in Table 6.

When eliciting information about the improvement in children's education, development in the status in the society, going to offices and talking to officials without fear, improvement in the health aspects and improvement in the financial position etc., the qualified learners expressed more positively in all aspects than the not qualified learners. Table 7 indicates that those who have become "literate" from the *Akshara Bharathi* programme have more positively responded than the not qualified category of learners. In this situation, perceptions of the qualified learners were taken exclusively and tabulated with their gender and occupational activity.

Table 6 : Positive perceptions of the fisher people by qualified and not qualified

Perceptions of the learners	Positive opinions (in percentages) of the Sample Learners by	
	Qualified (N=87)	Not qualified (N=169)
Improved the education of the children	63.2	17.9
Increased the status in society	54.0	12.3
Go to the offices and talk to the officials without fear	51.7	19.6
Improved their health and environmental aspects	49.4	28.3
Improved financial position	34.5	18.9



1. Improvement of Children's Education due to Akshara Bharathi Programme

Literacy programme has helped the fishermen in many ways. Children's education has improved due to gaining knowledge through the literacy classes. Most of the learners stated that education has improved their knowledge levels, so they have decided to send their children to schools to pave the way for their better future by gaining knowledge in the schools. Many studies were conducted in various states in India and they have disclosed that the enrolment of students in primary schools has increased due to literacy campaigns in the State of Madhya Pradesh. Gopalakrishnan (1994) found out that there is a great awareness among the learners about the primary education and there

is a significant increase in the enrolment of school going children in the adult literacy programme villages.

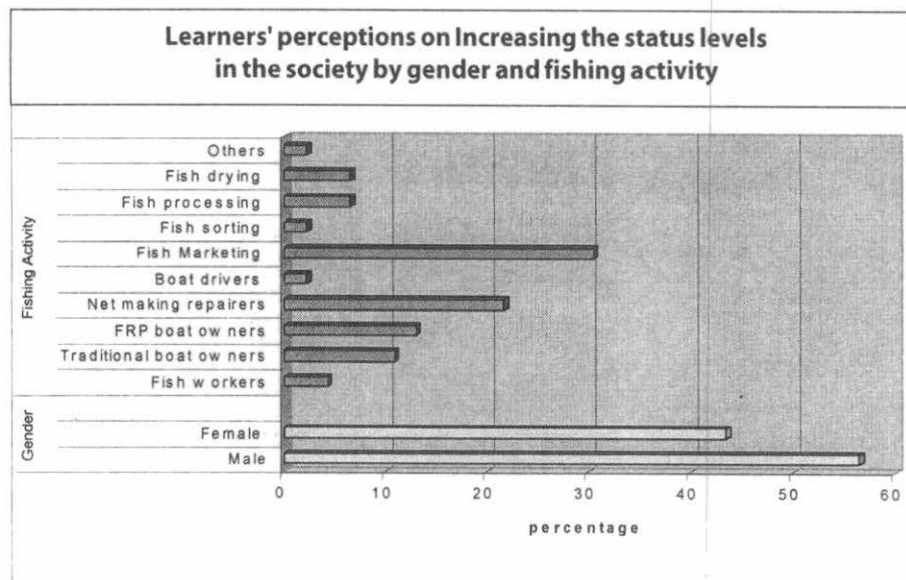
In this study, an attempt was made to know the usefulness of the literacy programme on improvement of the children's education with the learners' background. Between the male and females learners, most of the female qualified learners (67 per cent) viewed that children's education has improved due to the *Akshara Bharathi* programme. Most of the learners belonging to fish marketing activity and net making uttered that due to this programme lot of improvements have been seen in their children's education. Field observations revealed that most of the adult education learners (fishing households) started sending their children to the

schools regularly and not shown interest in sending to their fishing activity.

2. Increase in the Status Levels in the Society due to Akshara Bharathi Programme

Literacy programme helps the individual to improve the awareness levels about the government programmes and also helps them speak with the villagers without fear etc. This could enhance the status levels in the society.

An attempt was made to know the perceptions of the qualified fishermen (learners) about increasing their status levels in the society due to *Akshara Bharathi* literacy programme. Nearly 57 per cent of male learners said that this literacy programme has enhanced the status in the society than their female counterparts. Fifty two per cent of the learners, who are in the fish marketing and net repairing activity learners, feel that their status levels have increased due to this literacy programme.



3. Learners' Perceptions on "Go to offices and talk to the officers without fear"

Many government programmes have been implemented in the rural areas to improve the living conditions of the people. In the past, they have taken the assistance from the educated people to avail of the schemes from the government departments due to their inability to write and read with hesitation and fear. After attaining literacy from the *Akshara Bharathi* programme, they go to offices independently and talk to the officers without fear. In this regard,

an attempt has been made to know the perceptions of the learners. Nearly 58 per cent of the female qualified learners opined that they are able to go to offices to get the schemes sanctioned without fear. They reveal that previously they had to depend upon others to get the work done (sanction of schemes). Now they approach the governmental offices without hesitation mainly because of their literacy levels. Among the occupational groups, most of the learners belonging to fish marketing activities opined that literacy helped them go to offices to get their work done without fear.

Table 7 : Qualified fishing learners' perceptions by gender and fishing activity

Particulars	Perceptions of the qualified fishing learners (in percentage) on				
	Improvement of children's Education (N=55)	Increased the status level in society (N=46)	Go to offices and talk to officials without fear (N=45)	Improvement in health, family welfare & environmental aspects(N=43)	Improved their financial position (N=30)
<i>Gender</i>					
Male	18 (32.7)	26 (56.5)	19 (42.2)	20 (46.5)	14 (46.7)
Female	37 (67.3)	20 (43.5)	26 (57.8)	23 (53.5)	16 (53.3)
<i>Occupation</i>					
Fish workers	3 (5.5)	2 (4.3)	2 (4.5)	2 (4.6)	1 (3.3)
Traditional boat owners	5 (9.1)	5 (10.9)	5 (11.1)	5 (11.6)	3 (10.0)
FRP boat owners	8 (14.5)	6 (13.0)	6 (13.3)	6 (13.9)	5 (16.7)
Net making / Repairs	10 (18.2)	10 (21.7)	9 (20.0)	7 (16.3)	5 (16.7)
Boat drivers	1 (1.8)	1 (2.2)	1 (2.2)	1 (2.3)	1 (3.3)
Fish marketing	16 (29.1)	14 (30.5)	14 (31.1)	14 (32.7)	10 (33.3)
Fish sorting	2 (3.6)	1 (2.2)	1 (2.2)	1 (2.3)	1 (3.3)
Fish processing	5 (9.1)	3 (6.5)	3 (6.7)	3 (7.0)	2 (6.7)
Fish drying	4 (7.3)	3 (6.5)	3 (6.7)	3 (7.0)	2 (6.7)
Others (salt farm workers, seed collection etc.,)	1 (1.8)	1 (2.2)	1 (2.2)	1 (2.3)	

4 Perceptions of the Learners on Improvement in Health, Family Welfare and Environmental Aspects

The government believes that literacy plays an essential role in improving the lives of individuals by enabling them to have economic security and good health and enriches societies by building human capital, fostering cultural identity and tolerance, and promoting civic participation. Fasli Jalal & Nina Sardjunani (2006) observed that the literate women preferred small family and delayed marriages and the illiterate

women seemed to prefer more children. It also indicated that literacy helped in promoting awareness about the health and hygiene and also in promoting favourable attitudes towards family planning. As the literacy plays an important role in the lives of the people, an attempt is made to know how far the basic literacy is useful to improve their health, family welfare and environmental aspects of the learners belonging to fishing community. Fifty four per cent of females have responded positively and they are under the impression that this basic literacy has

improved their health and family welfare aspects. Among the fishing activities, most of the learners in the fish marketing and net repairing categories responded positively than others.

5. Improvement in Financial Position due to Literacy Programme

Literacy improves the awareness among the people and awareness leads to adoptability of innovative things in their occupation as well as in their daily life. Adoptability of innovative things in occupation leads to increase in incomes. If a farmer uses the new technologies and high-yielding seeds by reading the pamphlets and that gaining knowledge from the literacy classes, he will get more incomes than the illiterate farmers. Likewise when a fisherman adopts new technologies in his fishing activities by reading the pamphlets and he gets more fish catch than the other fishermen. One good example of this is the encouragement given to mushroom cultivation programme. More than one hundred neo-literate women were involved in the programme, and this led to rise in their family incomes. Out of total qualified learners, 53 per cent of qualified female learners expressed that there is an improvement in their incomes due to literacy programmes. Fish Marketers and Fish Net Repairers felt that *Akshara Bharathi* programme improved their incomes by helping them adopt innovative techniques through their literacy skills gained from the *Akshara Bharathi* programme.

Summary of Findings

- o Nearly 34 per cent of the total sample fishers (learners) became literates from the *Akshara Bharathi* phase –II i.e. Qualified in the test as per the norms of NLM by scoring 70 per cent of aggregate marks, besides achieving the 50 per cent and above in each literacy component (reading, writing and simple arithmetic).
- o When compared with the reading levels of learners (fishermen), the achievement levels in writing abilities are falling.
- o On the whole, the achievement levels of the learners are more in reading than the other two components- writing and simple arithmetic.
- o Nearly 80 per cent of the qualified learners were in the age group of 15-25 and the percentage of achievement is more in case of females than the males in the learning centres.
- o More fishermen belonging to fish marketing activity have been qualified in the test than others who are in the other fishing activities.
- o When comparing among the qualified and non-qualified group of learners in fishing community, more learners of qualified group expressed positively on all aspects than the not qualified learners.
- o Between the male and female learners, most of the female qualified learners (67 per cent) viewed that children's education has improved due to the *Akshara Bharathi* programme.
- o Fifty seven per cent of male learners said that this literacy programme has enhanced the status in the society than their female counterparts.
- o Fifty eight per cent of the female qualified learners said that they used to go to offices to get the schemes sanctioned and talk to the officials without fear.
- o Nearly 54 per cent of females responded positively and they are under the impression that this basic literacy has improved their health and family welfare aspects.
- o Most of the learners belonging to fish marketers and net-making fishermen revealed that due to this programme lot of improvement was seen in all the aspects.
- o Active participation and good performance of fisherwomen in the Programme.

- o Most of the female qualified learners viewed that children's education has improved due to the *Akshara Bharathi* programme.

Policy Implications

Enroll more male learners in the programme and conduct classes according to their convenient time.

Most of the fishermen were not able to attend classes, as timings of the centre (6 P.M. to 8 P.M) were not convenient for them. So the programme implementation authorities have to change the timings of the centre and conduct the classes according to their convenience. Adult education department has to encourage the educated persons in fishing community by giving incentives/honoraria to conduct literacy classes.

Proper Supervision of the Centres

Lack of proper supervision of the centres was the main cause for the low level of achievement in the writing and simple arithmetic. In future programmes, the ZSS has to take care to improve the performance levels

in these two components by checking the workbooks of the learners and give instructions to the volunteers to make the learners fill them. Then only the learners can improve their writing and arithmetic skills.

Conclusion

Vast improvement in the lives of qualified people engaged in fishing activities has been seen in the fishing villages of Andhra Pradesh due to *Akshara Bharathi* Programme. Hence, there is a need to cover all the leftover illiterate persons from the fishing community by propagating the usefulness of the programme through various mass media channels. Proper supervision is very much essential for achievement of better results for the existing programmes. In addition to the existing programmes, more adult education programmes have to be undertaken by the Central and State governments by allocating more funds in the budgets. The Government has to initiate "Corpus Fund" exclusively for attainment of total literacy in the fishing villages by deducting some percentage of foreign exchange earnings of fish exports.

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