

A STUDY OF POST LITERACY PROGRAMME IN THE RURAL AREAS OF THE STATE OF ODISHA

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Abstract

Adult Education is used to describe a wide range of educational services provided to youth and adults who either never received formal basic education or received too little to establish literacy and numeracy. It encompasses programmes to provide youth and adults with life skills for economic and/or social development, such as skill training, apprenticeships, formal and non-formal programmes in health, nutrition, population, agricultural techniques, environment, science, technology, family life and other societal issues.

In Odisha, the percentage of literacy was even less than the national figure i.e. 48.55 and 51.45 percent of people in the state were still illiterates as per the Census Report of 1991. It is also a pity that Odisha has occupied 23rd position in literacy rate in the country. The need of adult education in India for illiterate adults is most important. They need to be educated to make democracy successful and ensure economic progress and prosperity.

Introduction

Adult education can be said to be the education of adults of all kinds according to their needs, aspirations, and surroundings. We can say that, any one who is above 15 years of age is an adult, though it may have different connotations – psychologically and democratically.

Article 29 and 30 of the Constitution of India guarantees education to all the citizens irrespective of caste, colour and creed. UNESCO has also noted Adult Education as fundamental right of an individual which has been stated by Bhola et al. (1983), “UNESCO has been interested in promotion of adult literacy both as human right and as an instrument of liberation and development”. Emphasis has also been made in the point of 16 (b) of the 20-point programme of

Mrs. Indira Gandhi, Late Prime Minister of India which warrants the eradication of adult literacy. Further, emphasis has also been given by Mr. Rajiv Gandhi, Late Prime Minister of India and it was one of the five missions working in the country. On the strong recommendation of National Policy on Education, 1986, the Government of India established National Literacy Mission on 5th May, 1988. It's sole aim was to liquidate literacy from the country by the end of 1995. But although 12 years have already been passed, still a remarkable percentage of people in the country do not know even how to write their names. Under these circumstances we cannot be optimistic, so as to enable India to see, the first sunlight of the 21st century with all her people literate. The Plan of Action of National Policy on Education (1986) prepared by the Government of India in the year 1992 suggested different strategies to eradicate illiteracy from the country by the end of 20th century. As a result of this, massive literacy campaign is on process throughout the country.

Needs and Importance of Adult Education

India is considered as one of the biggest democratic countries in the world, where the voter elects his representatives. Therefore, it is necessary to educate the voter in the interest of democracy as he is responsible for guiding the destiny of the nation. Democracy and illiteracy, usually never go together. So to safeguard democracy, it is necessary to educate the voters. But the task of educating the future generation can not be undertaken in an environment, where 48 percent of the people are still illiterates.

Total Literacy Campaign (TLC)

TLCs is area-specific, time-bounded, volunteer-based and outcome-oriented literacy programme. It is a programme that covers all illiterates in the area for promoting literacy to bring the intellectual change among the beneficiaries of the programme. The success of TLC depends on many factors and more so on the way how we effectively mobilise the resources both men and materials. The National Literacy Mission (NLM), launched in 1988, introduced Total literacy campaign (TLC) as a strategy for eradicating illiteracy in the productive age group of 15-35 years on a mass scale through mobilisation of all sections of society. Women and the other disadvantaged

groups with very low levels of literacy are identified as important target groups for TLCs.

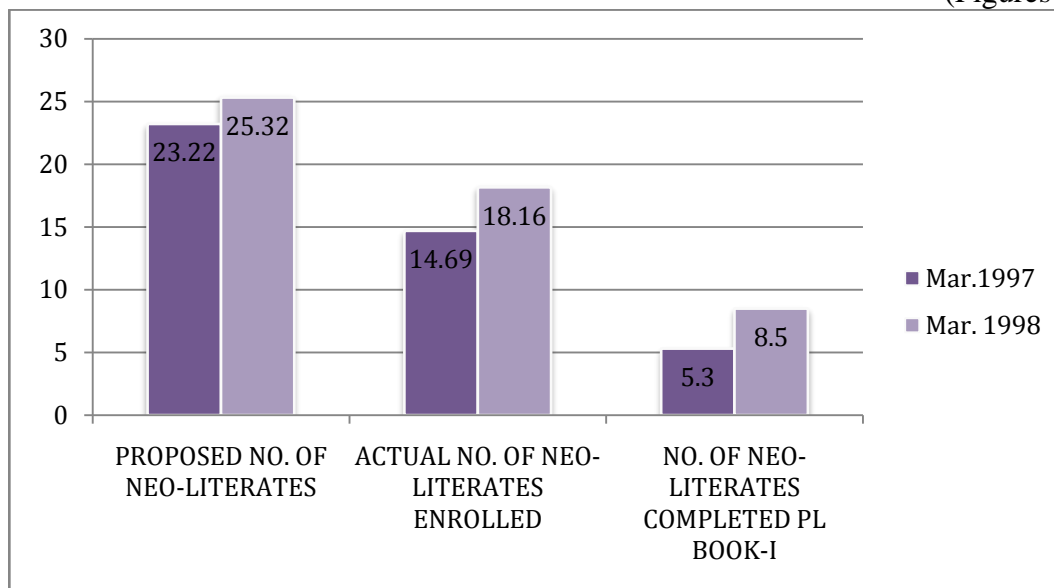
Post Literacy Programme (PLP)

The Post Literacy Programme is the continuation of the Total Literacy Campaign which is expected to remove the short-comings of institutional education. Post Literacy Programme regarded as an integral part of the learning process to assist the neo-literates (pass-outs of TLC) to retain, improve and apply their basic knowledge, attitudes and skills for the satisfaction of their basic needs and to permit them to continue education through a self-directed process. It is aimed at taking the neo-literates from a dependent to a self-guided learning stage as well as promoting the development of income generating skills in the process.

The present study deals with the ongoing post literacy programme in the sampled rural areas of the state of Odisha. The sampled districts for the present study were Cuttack, Kendrapara and Puri from eastern region and Sonapur, Sambalpur and Bolangir from the western region of the state of Odisha.

Progress made during 1997-98 Post Literacy Phase

(Figures in Lakhs)



Review of Literature

Kanta. et al (1984) conducted a study on, "Evaluation of the Effectiveness of Adult Education and Non-formal Education Schemes in Haryana State" and stated that , out of the total no. of adult students, 93 percent could read and write, 97 percent could count up to 100. The adult students learn to do correspondence, read Ram Charit Manas, do simple calculations, check the amount of their wages, understand their rights and duties.

State Planning Department (1985) carried out a study on, "The Evaluation of National Adult Education Programme in Odisha" .The finding revealed that, due to lack of coordination between the programme authorities and specialists at block level, teaching learning activities at the AECs were restricted to the 3 R's.

Mohanty (1988) studied on, "Evaluation of Functional Literacy Programme in Puri District, Odisha" and concluded that, the local people did not cooperate with management of the centres; infrastructural inadequacies were in the main bottlenecks; irregular classes were also reported to be the reasons for its tardy success; the motivating reasons were reported to be learning to sign one's name, maintaining accounts and writing letters.

Pani (1994) in his study, "Impact of the Literacy training on the Neo-literates in the Union Territory of Chandigarh" found that, literacy training has made them aware of the various forces of economic exploitation. They felt that those were some unwarranted factors acting as barriers in the progress of the nation and should be removed.

Khandai (1998) in his study, "Preparation of Manual for Developing Literature for the Neo-literates" found that, the rural neo-literates needed more on agriculture, animal husbandry, health and hygiene, mythology and religion, home science, forestry, science and technology, leisure activities, individual and society, industry economics and business. The urban neo-literates needed science and technology, home science, forestry, leisure activities, health and hygiene, economics, individual and society, industry, business, animal husbandry and agriculture.

Objectives of the Study :

- (i) To identify the different areas in the eastern and western region of the state of Odisha where post literacy programme has been operates
- (ii) To explore the different facilities available for the neo-literates in the post literacy programme of the sampled areas
- (iii) To explore the different problems those created hindrances in the smooth running of the post literacy programme
- (iv) To compare the views of the village leaders and officers with the response of the neo-literates with respect to different problems and facilities available for the neo-literates in the post literacy programme
- (v) To elicit the expectations of the neo-literates from the post literacy programme
- (vi) To suggest measures in the light of the findings

Hypotheses of the Study :

- (i) Post literacy facilities would have been available to all the neo-literates in the sampled areas.
- (ii) Jana Sikshan Nilayams would be available to all the neo-literates in their areas or in the nearby areas.
- (iii) Sufficient materials and facilities through different agencies with respect to books, sports and games materials, radio, and T.V. facilities would have been available for the neo-literates both in the eastern and western regions.
- (iv) The problems faced by the neo-literates would be almost same in the eastern and western regions.
- (v) The neo-literates would be expecting some more facilities from the post-literacy programme.

For the present study, descriptive study method has been used. In this method, the data are collected through interviews and questionnaires.

Tools Used

Village Profile, Interview schedule for the neo-literates, Interview schedule for the village leaders, Interview schedule for the officers

Sampling

200 (100 men and 100 women) neo-literates were randomly selected as sample. 50 men and 50 women neo-literates from three districts i.e. (i) Cuttack (ii) Kendrapara (iii) Puri from eastern region and 50 men and 50 women neo-literates from the three districts i.e. (i) Sonapur (ii) Sambalpur (iii) Bolangir from western region of the state of Odisha were randomly selected and interviewed. 15 village leaders (8 from eastern region districts and 7 from western region districts), 15 officers (7 from eastern region districts and 8 from western region districts) were interviewed.

Analysis and Interpretation

The term “development” speaks about both quantitative and qualitative improvement. The post literacy programme is a continuous programme which aims at educational development of the neo-literates. Continuing education helps a neo-literate to retain literacy skill. The continuing education would be successful if a neo-literate avails different facilities available in JSNs to retain literacy.

Personal Development of the Neo-literates through Adult Education (Responses of the Neo-literates)

Development	Eastern Region		Western region	
	Men	Women	Men	Women
Highly developed	6/12	1/2	9/18	11/22
Developed	41/82	38/76	25/50	33/66
Not developed	3/6	11/22	16/32	6/12
Total	50/100	50/100	50/100	50/100

The table shows that in eastern region, 6(12%) men and 1(2%) women and in western region, 9(18%) men and 11(22%) women neo-literates viewed that, they had highly developed due to literacy. 41(82%), a significant percentage of men and 38(76%), a significant percentage of women of eastern region, and 25(50%) men and 33(66%) a significant percentage of women of western region were of view that, they had some development after they made literate. 3(6%) men and

11(22%) women neo-literates of eastern region and 16(32%) men, and 6(12%) women of the western region were of view that they did not have any development after they made literate.

**Training Programme for the Neo-literates
(Responses of the Neo-literates)**

	Eastern Region		Western Region	
	Men	Women	Men	Women
Regularly	-	5/10	2/4	5/10
Occasionally	18/36	12/24	45/90	40/80
Never	32/64	33/66	3/6	5/10
Total	50/100	50/100	50/100	50/100

The above table shows that, in eastern region, 5(10%) women and in the western region, 2(4%) men and 5(10%) women neo-literates said that training programme was conducted regularly. Further, 18(36%) men and 12(24%) women of eastern region, 45(90%) men and 40(80%) women neo-literates of western region said that, the training programme was occasionally conducted for them. Lastly, 32(64%) men and 33(66%) women of eastern region, and 3(6%) men and 5(10%) women of western region said that training programme was never conducted for them by the government.

**Various Programmes those should be taken up by the Government for the Neo-literates
(Responses of the Officers)**

	Eastern Region	Western Region
Loan	3/42.8	4/50
Financial help at the time of need	-	-
Reading and writing materials to read at home	5/71.5	3/37.5
Discussion circle regarding professional development	2/28.5	7/87.5
Professional competitions and distribution of prizes for the said competitions	-	-
Cultural programme	-	-
Film shows regarding different professions	7/100	8/100
Distribution of different helps through village leaders	-	3/37.5
Reservation in different appointments	-	7/87.5
Regular discussions to impart knowledge and techniques through technical persons	2/28.5	3/37.5
Separate JSNs and provision of separate discussion circle for the women neo-literates	7/100	8/100
Supply of more equipments regarding different professions	4/57.2	4/50
Supply of books written in mother tongue regarding knowledge and techniques at free of cost	7/100	8/100

The table reveals that, 7(100%), a significant percentage of officers of eastern and 8(100%), a significant percentage of officers of western region said that, the neo-literates wanted film shows regarding different professions, the women neo-literates wanted separate JSNs and provision of separate discussion circle for the ladies and the neo-literates wanted books written in mother tongue regarding knowledge and techniques free of cost. The views of the officers almost corroborated with the views of the neo-literates and the village leaders.

Findings of the Study

1. In all the sampled villages of the eastern region and western region, there were Jana Sikshan Nilayams.
2. The principal occupation of the most of the neo-literates in eastern region was agriculture and in western region most of the neo-literates were daily labourers and monthly income of majority neo-literates of both the regions was within 1000 rupees.
3. A high percentage of neo-literates irrespective of sex said that, adult education helped them in their personal development and development of the village which was corroborated with the views of the village leaders and the officers.
4. A high percentage of neo-literates irrespective of sex told that, sufficient books were not available in Jana Sikshnan Nilayams according to their occupations which was corroborated with the views of the village leaders and the officers.
5. A very high percentage of neo-literates irrespective of sex told that, games and sports materials were not available in Jana Sikshan Nilayams which was corroborated with the views of the village leaders and the officers.
6. A very high percentage of the neo-literates irrespective of sex said that, Radio and T.V. were not available in Jana Sikshan Nilayams which was corroborated with the views of the village leaders and the officers.

7. A very high percentage of the neo-literates irrespective of sex told that, most of the Jana Sikshan Nilayams were functioning in the evening and the time was suitable to them. It was corroborated with the views of the village leaders and the officers.
8. A high percentage of the neo-literates irrespective of sex said that, the officers were behaving cordially with them which was corroborated with the views of the village leaders.
9. A high percentage of the neo-literates irrespective of sex told that, the officer of the Janasikshan Nilayams and the departmental officers discussed occasionally with them about their problems after they being made literates. It was corroborated with the views of the village leaders and the officers.
10. A high percentage of neo-literates irrespective of sex said that, discussion programme, meeting to solve problems, training programme, discussion to remove problems of the neo-literates and discussion circle to disseminate knowledge and techniques about different professions were conducted occasionally by the government and the voluntary organisations which was corroborated with the views of the village leaders and the officers.
11. A high percentage of the neo-literates said that, they required books written in mother tongue regarding knowledge and techniques at free of cost by the government.

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