



**NEED AND IMPORTANCE OF POST LITERACY PROGRAMME:  
A STUDY IN THE EASTERN AND WESTERN DISTRICTS OF THE  
STATE OF ODISHA**

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**Abstract**

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*Education is life and life is education. Education is very much necessary for making the citizens alert and capable of discharging their duties and responsibilities efficiently and wisely. Education is necessary not only for enabling man to participate in the affairs of the society and the government but also to save mankind from destruction and extinction. Many of us have realised the devastating effects of the second world war. A third such war will result in total extinction of human race. The need of the hour is understanding and international understanding, mutual love and respect for each other's well being which can be developed through education.*

*In the year 1946, the International Community charged UNESCO with the responsibility of promotion throughout the world due to its vital importance to the individual and social well-being. The United Nations proclaimed universal declaration of human rights. Article 45 of the Indian Constitution says that, the state shall endeavour to provide, "Universal, free and compulsory education to all children upto the age of 14 years within 10 years from the date of adoption of the constitution. The Education Commission (1964-66) holds that education is the powerful instrument which can bring changes in the society.*

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**Key words:** Post literacy, Neo-literates, Rural areas, Adult education



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## **Introduction**

Adult Education is a term 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 youths 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.

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The literary meaning of adult education implies educational facilities to the adults who could not undergo a regular course of formal education during their school age. Where there is no single definition of who is considered an, 'adult', most countries in the region define adults to be the out of (formal) school population of 15-35 years old. Some countries have stretched that range from 14-40, while others consider those ages 25 and above to be adults. Nonetheless, the narrow 15 to 35 range is the best approximation for what many in the region consider candidates for adult education.

Adult education broadens and increases the opportunity for education, particularly for those without formal schooling or who left school prematurely. It offers fresh opportunities for the continuation of general or vocational education, thereby contributing to the development of personality and enabling the new ideas of society to be met. Adult education, is therefore clearly an "important factor in democratization and unique way to ensuring full enjoyment of right to education."

### **Needs and Importance of Adult Education**

Adult Education is one of the most important and formidable issues in Indian Education. About 48 percent of our fellow countrymen still lives in the darkness of ignorance and illiteracy. According to the Census Report 1991, a staggering number of 482 millions of people in the country do not know even how to write their names.

In Odisha, the percentage of literacy was even less than national figure i.e. 48.55 and 51.45 percent of people were still illiterates as per the Census Report of 1991. It is also a pity that Orissa has occupied 23<sup>rd</sup> position in literacy rate in the country. In spite of massive efforts from all sides we are not able to bring all our children to class as promised in Article 45 and 46 of our Constitution even after 48 years of adoption of constitution.

### **Post Literacy Programme and Campaign (PLP & PLC)**

The Post Literacy Programme is continuation of the Total Literacy Programme which is expected to remove the short-comings of institutional education. It is 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.

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 Sonepur, Sambalpur and Bolangir from the western region of the state of Odisha.

### **Review of Related Literature**

Mohan et. al. (1992) conducted a study on, “Total Literacy Campaign in Bijapur and Dakhina Kannad Districts, Karnataka.” Important findings revealed that, there were ideological differences and personal rivalries among the members of different committees that were hindering the progress though the organisational set-up which was conducive to the programme. The teaching-learning process was well planned and there were very few dropouts. The achievement of literacy skill at level I and II were very high, but at level III, it was around 89 percent in Dakshina Kannad and 56 percent in Bijapur.

Puri et. al. (1997) conducted a study on, “Learning World of Neo-literates – A study into their Reading Predilections”. The study revealed that, the liking for way of recreation exhibited by the respondent testify their interest in socio-cultural traditions, customs, rituals, festivals and fairs. These should be reflected in the neo-literates literature. However, care should be taken to keep off the retrogressive elements traditional from literature.

Soundarapandian (1999) studied on, “Needs and Interests of Neo-literates in Post-literacy Reading Materials”. Important findings were, regarding the venues for the PLC centres in Madurai districts, the study revealed that 34 Percent of the respondents attended classes in the houses of the circle guides, 24 percent at the neighbouring school campus, 27.4 percent at community centres and 14.08 percent under street lights. Most of the respondents belonged to the age group of 15-35 years which clearly elicits the fact that the materials published should suit the age group targeted.

### **Objectives**

- (i) To identify the different areas in the eastern and western region of the state of Odisha where post literacy programme has been operating
- (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**

- (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. In this study, survey method has been utilised to know about how the post literacy programme in the rural areas of Odisha is going on.

200 (100 men and 100 women) neo-literates were randomly selected as sample. 50 men and 50 women neo-literates from the three districts i.e. (i) Cuttack (ii) Kendrapara (iii) Puri from eastern region and 50 men and 50 women neo-literates from three districts i.e. (i) Sonepur (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) and 15 officers (7 from eastern region districts and 8 from western region districts) were interviewed for the present study.

**Analysis and Interpretations**

**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 and 45(90%) men 40(80%) women neo-literates of western region said that, training programme was occasionally conducted for them. 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.

**Personal Development of the Neo-literates through Adult Education**

Education brings all round development of a person. If a neo-literate thinks, he has some personal development after being made literate, he will continue literacy skill and will persuade other literates to join in literacy campaign. The following table gives a picture of the feelings of the neo-literates about the person development after they being made literate.

**(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 above table speaks that, in eastern region, 6(12%) men and 1(2%) women 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, 38(76%), a significant percentage of women of eastern region, 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.

**Development of the Village by Adult Education**

If a neo-literate feels that there is substantial development of the village due to adult education programme, he will persuade other illiterates to join in the literacy programme. The following table describes the views of the neo-literates about the development of the village due to adult education programme.

**(Responses of the Neo-literates)**

Development	Eastern Region		Western region	
	Men	Women	Men	Women
Helped a lot	8/16	8/16	10/20	9/18
Helped	13/26	16/32	36/72	37/74
Not helped	29/58	26/52	4/8	4/8
Total	50/100	50/100	50/100	50/100

The above table indicates that, a good number of neo-literates of eastern region i.e. 29(58%) men and 26(52%) women viewed that, adult education did not help in the development of their villages where as, 36(72%), a significant percentage of men and 37(74%), a significant percentage of women of western region viewed that, adult education helped in the development of their villages.

**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 their 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 Sikshan 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 officers of the Jana Sikshan 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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