

Economic related barrier of tribal women dropouts from literacy programme: A 't'-test analysis

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Abstract

The objective of this paper was to study economic related barriers for female literacy among the different Tribal Groups dropout from literacy programmes in Bolangir district of Odisha. From the study it was found that economic related barrier shows that the variables like landlord did not permit to attend the classes after collecting fodder, no classes for vocational learning of the learner, poverty of the family, no provision for productive learning, insufficient manpower in my family and immediate concern to improve economic condition were acting as "minor problem" to "moderate problem". Further it was found that economic barrier also acting as a barrier in the learning process of the tribal women in the literacy centre. It was evident from the data analysis that landlord did not permit me to attend the classes, coming back in the evening to the classes, no specific working hour in my occupation, did not offer me any occupational training in my pursued occupation were differ in their opinions with regard to the economic barriers.

Keywords: Economic Related Barrier, Tribal Women, Dropouts, Literacy Programme

1. Introduction

The tribal women engaged themselves in their age old subsistence activity of food gathering from the forest. Seasonal food collection is still an integral part of their economic life. Their food is greatly supplemented by seasonal variety of fruits, roots, tubers, mushrooms and green leaves collected from the forest. Beside edibles, they also collect fire wood, timber and forest produce for their own consumption. In addition to cultivation of crops, they also practice hunting and collecting minor forest products for selling in the local market for their economic need. These are the major problems of drop out from literacy centres (Ota, 2008; Sinha and Behera, 2009). The major economic activity of the tribal society depends on agriculture mainly in shifting cultivation and horticulture. The paucity of plain and wet lands and natural conditions has resulted in shifting cultivations. The tribal women engaged along with their male members of the family engaged in whole day for both shifting cultivation and horticulture are the major problems in continuing their classes in literacy centre (Mohanti, 2009) ^[13, 14].

The culture of tribal community is closely associated and assimilated with its history since time immemorial. Therefore the tribes express their cultural identity through their customs, traditions, festivals, dresses and ornaments. They have their own oral and written language for communicating to each other. Generally the literacy centres are following the medium of instructions in *Odia* language. As a result the tribal women do not understand the *Odia* language which ultimately resulted in apathetic attitude towards literacy programme. Again it is noticed that the young boys and girls are passing time in the youth dormitory before marriage. Thus play a major role for keeping the tribal culture and tradition afloat. This dormitory institution for unmarried youths is based on cultural norms of the tribal society. The boys and the girls spend nights there in separate rooms. An open space is there opposite to the

dormitory which is meant for practicing dance. Generally the literacy centres are conducting classes in night time. It is therefore difficult for the tribal women to attend the classes during the night. During the ceremony, the tribal women along with men, irrespective of age, drink liquor during the ceremony for observing the social rites and rituals. The songs, music and dance in the community provide the unique opportunities to rejoice recreate and boost integration in tribal society. Thus song and dance holistically reflects their intimate relationship with nature, supernatural elements and their own tribal world. This common phenomenon is an integral part of their life. They always give primacy in attending the cultural functions, rites and rituals rather than the attending literacy classes. Further it is observed the tribal women usually wear traditional dress in about three feet in length and about two feet in breadth which hardly reaches the knees and covers upper part of her body with another piece of cloth tied at the back with knot. Such types of cultural dresses are not suitable for the tribal women to attend the literacy classes due to shyness.

2. Review of Related Literature

Review of related literature is an essential aspect of research study. Though such review invariable is time consuming, it is a wise investment. A systematic review of the past research helps the researcher to understand the kind of studies that have already been done in the same area and in which direction and how the future research should be generated. The literature in any field forms the foundation upon which all future work is built. In the recent years the number of field studies has been carried out in different states of India and abroad. The researcher reviewed those studies which are relevant to the problem under investigation. Mallikarjunaswamy (1969) ^[11], Directorate of Adult Education (1973), Naik (1979) ^[16], Bhandari (1974) ^[7], Ray and Nandi (1980), Ramakrishna (1980), Rao *et al.* (1980) ^[27], Sachachidananda *et al.* (1981),

Pestonjee *et al.* (1981), Roy and Nandi (1981) ^[28, 29], Bastia (1981) ^[4], Natarajan (1982) ^[18], Acharji (1983) ^[1], Aikara (1984) ^[2], Prasad (1985) ^[23], Rajyalakashmi (1986), Avasthy (1986) ^[3], Nanda (1987), Basu (1987) ^[5], Vanaja (1989), Das (1990) ^[9], Pati (1991), Manjula *et al.* (1991), Pati (1994), Kaur (1997) ^[10], Chouhan (2001) ^[8], Intodia *et al.* (2002), Obulesu (2005) ^[19], Mamonah and Anwaar (2012) ^[12] and Swamy (2013) reported that economic related factor was responsible for the dropout from the literacy Programme

3. Need and Significance of the Study

The Tribal Groups of Odisha assume special significance for the study because of the following reasons:

1. Low literacy among the tribal women impedes the process of their empowerment
2. Without the minimum level of literacy and awareness, tribal women are victims of ignorance, disease and squalor
3. Literacy for tribal women assume special significance as they are mostly marginalized, poverty stricken and suffer from inequality and oppression.
4. The barriers of literacy for these tribal Women need to be studied so as to enable these women to be part of the main stream life so that they enjoy a good quality of life.

4. Objective of the Study

To study economic related barriers for female literacy among the different Tribal Groups dropout from literacy programmes in Bolangir district of Odisha.

5. Hypothesis of the Study

There exist no significant differences of opinion among the different Tribal women dropout's learners with respect to economic related barriers for the promotion of literacy among tribal women.

6. Method and Material

6.1 Method: For conducting the present study researcher used survey Method.

6.2 Population: The total number of 18457, Tribal female dropouts from the Total Literacy Campaign, Post-Literacy Programme and Continuing of Bolangir district of Odisha served as the population.

6.3 Sampling: 800 respondents were drawn from the universe by using multistage Sampling Procedure. **Stage-1:** Out of 14 blocks in Bolangir District, 8 blocks were selected on the basis of Random Sampling procedure. **Stage-2:** From each block, 4 villages were selected again on the basis of Simple Random Sampling procedure **Stage-3:** Out of each selected block, 4 villages and 25 Tribal women dropout from different stage of literacy campaign belonging to four prominent tribal groups (Kandha, Lodha, Bonda, Saora) were selected purposively using Convenient Sampling Procedure. Thus the samples drawn from the universe for each of the selected tribal group works out to be 200. The total sample for the purpose of the study was 800.

6.4 Tools: Interview Schedule used for the purpose of data collection in this study.

6.5 Technique: 't' - test was used for the purpose of data

analysis and interpretation in this study.

7. Analysis and Interpretation of Data:

The Item wise analysis was done for the purpose of analysis and interpretation of data

Item 1: Landlord did not permit to attend the Classes

During that time all the landholders were the superior in community. For the development of the family, the tribal women worked in the field of landlord. They pay fewer wages and exploit to them. They did not allow them to attain the literacy class. The landlord is so clever that they always keep far from the literacy centre. The landlords are also responsible for the dropouts from the literacy centre. The mean score varies from a highest of 3.13 (Kandha) to a lowest of 2.12 (Saora) on the above mentioned item. The data analysis reveal that the mean difference between Kandha & Lodha was 0.35, Kandha & Saora was 1.01, Kandha & Bonda was 0.68, Lodha & Saora was 0.66, Lodha & Bonda was 0.33 and Saora & Bonda was 0.33. The calculated 't' value for Kandha & Lodha Was 4.21, for Kandha Vs Saora was 13.75, for Kandha Vs Bonda was 9.52, for Lodha Vs Saora was 7.07, for Lodha Vs Bonda was 3.59, for Saora Vs Bonda was 4.01 which were more than the table value of 1.97 at 398 degree of freedom at 0.05 level of significance. The difference was significant. Hence the null hypothesis was rejected. This indicated that there exist significant differences in between the Kandha, Lodha, Saora and Bonda response with regard to the above mentioned item.

Item 2: After collecting Firewood coming back in the evening to the Classes was difficult for me

Tribal women are busy in collecting fire wood from the forest for their livelihood. They found so difficult in attending the literacy classes in the evening. This is the reason for not attending the literacy classes. Ultimately this becomes the reason of the dropout for the literacy centre. The mean score varies from a highest of 3.38 (Kandha) to a lowest of 2.09 (Saora) on the above mentioned item. The data analysis reveal that the mean between Kandha & Lodha was 0.42, Kandha & Saora was 1.39, Kandha & Bonda was 1.08, Lodha & Saora was 0.87, Lodha & Bonda was 0.66 and Saora & Bonda was 0.22. The calculated 't' value for Kandha & Lodha Was 5.48, for Kandha Vs Saora was 17.39, for Kandha Vs Bonda was 15.44, for Lodha Vs Saora was 9.89, for Lodha Vs Bonda was 7.82 and for Saora Vs Bonda was 2.54 which were more than the table value of 1.97 at 398 degree of freedom at 0.05 level of significance. The difference was significant. Hence the null hypothesis was rejected. This indicated that there exist significant differences in between the Kandha, Lodha, Saora and Bonda with regard to the above mentioned item.

Item 3: No Classes for Vocational Learning of the Learners

Vocational education in true sense is against the unemployment in India. The tribal also need the vocational education for increasing their employability but the literacy centre giving very less emphasize on the vocational education. This is the main reason the tribal women did not take interest in attending the literacy classes. The mean score varies from a highest of 3.36 (Kandha) to a lowest of 2.07 (Saora) on the above mentioned item. The data analysis reveal that the mean difference between Kandha & Lodha was 0.68, Kandha &

Saora was 1.29, Kandha & Bonda was 1.19, Lodha & Saora was .61, Lodha & Bonda was .51 and Saora & Bonda was 0.10. The calculated 't' value for Kandha & Lodha was 8.75, for Kandha Vs Saora was 16.31, for Kandha Vs Bonda was 15.01, for Lodha Vs Saora was 7.15 and for Lodha Vs Bonda was 5.96 which were more than the table value of 1.97 at 398 degree of freedom at 0.05 level of significance. The difference was significant. Hence the null hypothesis was rejected. This indicated that there exist significant difference in between the Kandha Vs Lodha, Kandha Vs Saora, Kandha Vs Bonda, Lodha Vs Saora and Lodha Vs Bonda response with regard to no classes for vocational learning of the learners. Further the calculated 't' value for Saora Vs Bonda was 1.17 which was less than the table value of 1.97 at 398 degree of freedom at 0.05 level of significance. The difference was insignificant. Hence the null hypothesis was accepted. This indicated that there no exists significant difference in between Saora Vs Bonda with regard to same item.

Item 4: Poverty in the Family compelled to Dropout from Adult Education Centre

Poverty is one of the important determinant factors of the tribal family. They depend on their indigenous practice of agriculture and forest based products for their livelihood. Tribal women always busy for the development of the economic activity of the family. They considered as economic unit of the family. In order to support the poverty they always give more time for the family development. These situations compel them for drop out from the literacy centre. The mean score varies from a highest of 3.16 (Lodha) to a lowest of 2.14 (Saora) on the above mentioned item. The data analysis reveal that the mean difference between Kandha & Lodha was 0.02, Kandha & Saora was 1.00, Kandha & Bonda was 0.84, Lodha & Saora was 1.02, Lodha & Bonda was 0.86 and Saora & Bonda was 0.06. The calculated 't' value for Kandha Vs Saora was 14.64, for Kandha Vs Bonda was 12.39, for Lodha Vs Saora was 11.61, for Lodha Vs Bonda was 10.17 and for Saora Vs Bonda was 2.46 which were more than the table value of 1.97 at 398 degree of freedom at 0.05 level of significance. The difference was significant. Hence the null hypothesis was rejected. This indicated that there exist significant difference in between the Kandha Vs Saora, Kandha Vs Bonda, Lodha Vs Saora, Lodha Vs Bonda and Saora Vs Bonda with regard to poverty in my family compelled me to dropout from adult education centre. Further the calculated 't' value for Kandha Vs Lodha was 0.23 which was less than the table value of 1.97 at 398 degree of freedom at 0.05 level of significance. The difference was insignificant. Hence the null hypothesis was accepted. This indicated that there exists no significant difference in between the Kandha Vs Lodha response with regard to same item.

Item 5: No Provision for Productive Learning in the Literacy Classes

Productive learning refers to the learning activities that help the tribal women for making them productive. But in the literacy centre, the more emphasize given on reading, writing and arithmetic activities and very less importance given to the power of producing, generating, creating, vocational education in the literacy centre for this reason tribal women are not interested in attending the literacy centre. The mean score varies from a highest of 3.24 (Kandha) to a lowest of 2.05 (Saora) on the above mentioned item. The data analysis reveal

that the mean difference between Kandha & Lodha was 0.18, Kandha & Saora was 1.19, Kandha & Bonda was 0.93, Lodha & Saora was 1.01, Lodha & Bonda was 0.75 and Saora & Bonda was 0.26. The calculated 't' value for Kandha Vs Lodha was 2.15, for Kandha Vs Saora was 15.86, for Kandha Vs Bonda was 12.28, for Lodha Vs Saora was 11.47, for Lodha Vs Bonda was 8.48 and for Saora Vs Bonda was 3.14 which were more than the table value of 1.97 at 398 degree of freedom at 0.05 level of significance. The difference was significant. Hence the null hypothesis was rejected. This indicated that there exist significant difference in between the Kandha, Lodha, Saora and Bonda with regard to above mentioned item.

Item 6: Insufficient Manpower in Family to look after the Agricultural Activities

The lives of the tribal women revolve around the agricultural activities and forest collection. In their agricultural activities the women are doing half of the work. They help to their husband throughout the year in the agriculture work due to lack of the man power in their family. For this reason they are dropout from the literacy centre. The mean score varies from a highest of 3.29 (Kandha) to a lowest of 2.08 (Saora) on the above mentioned item. The data analysis reveal that the mean difference between Kandha & Lodha was 0.20, Kandha & Saora was 1.21, Kandha & Bonda was 1.11, Lodha & Saora was 1.01, Lodha & Bonda was 0.91 and Saora & Bonda was 0.10. The calculated 't' value for Kandha Vs Lodha was 2.24, for Kandha Vs Saora was 15.10, for Kandha Vs Bonda was 14.85, for Lodha Vs Saora was 10.66 and for Lodha Vs Bonda was 10.09 which were more than the table value of 1.97 at 398 degree of freedom at 0.05 level of significance. The difference was significant. Hence the null hypothesis was rejected. This indicated that there exist significant difference in between the Kandha Vs Lodha, Kandha Vs Saora, Kandha Vs Bonda, Lodha Vs Saora and Lodha Vs Bonda regard to insufficient manpower in my family to look after the agricultural activities. Further the calculated 't' value for Saora Vs Bonda was 1.20 which was less than the table value of 1.97 at 398 degree of freedom at 0.05 levels of significance. The difference was insignificant. Hence the null hypothesis was accepted. This indicated that there exists no significant difference in between the Saora Vs Bonda response with regard to the same item.

Item 7: Immediate concern was to Improve Family Economic Condition

In order to improve the family economic condition the tribal women are able to work hard in both domestic and agriculture. As a result they shifted their interest from literacy to economic activity. The mean score varies from a highest of 3.17 (Kandha) to a lowest of 1.94 (Saora) on the above mentioned item. The data analysis reveal that the mean difference between Kandha & Lodha was 0.04, Kandha & Saora was 1.23, Kandha & Bonda was 1.01, Lodha & Saora was 1.19, Lodha & Bonda was 0.97 and Saora & Bonda was 0.22. The calculated 't' value for Kandha Vs Saora was 15.92, for Kandha Vs Bonda was 13.03, for Lodha Vs Saora was 12.99, for Lodha Vs Bonda was 10.56 and for Saora Vs Bonda was 2.62 which were more than the table value of 1.97 at 398 degree of freedom at 0.05 level of significance. The difference was significant. Hence the null hypothesis was rejected. This indicated that there exist significant difference in between the,

Kandha Vs Saora, Kandha Vs Bonda, Lodha Vs Saora, Lodha Vs Bonda and Saora Vs Bonda with regard to immediate concern was to improve my family economic condition. Further the calculated 't' value for Kandha Vs Lodha was 0.47 which was less than the table value of 1.97 at 398 degree of freedom at 0.05 level of significant difference was insignificant. Hence the null hypothesis was accepted. This indicated that there exists no significant difference in between Kandha Vs Lodha with regard to the same item.

8. Main findings of the Study

Item No. 1: Landlord did not permit to attend the Classes:

Analysis of item no 1 of the study found that Kandha, Lodha, Saora and Bonda perceive landlord did not permit to attend the classes from "minor problem" to "moderate problem". However there exist significant difference in between the Kandha, Lodha, Saora and Bonda response with regard to above mentioned item.

Item No. 2: After collecting Firewood, coming back in the Evening to the Classes was difficult for me

Analysis of item no 2 of the study found that Kandha, Lodha, Saora and Bonda perceive after collecting fire wood, coming back in the evening to attend the classes difficult from "minor problem" to "moderate problem". Further it was found that there exist significant difference in between the Kandha, Lodha, Saora and Bonda regard to after collecting fire wood, coming back in the evening to the classes was difficult for me.

Item No. 3. No Classes for Vocational Learning of the Learners

Analysis of item no 3 of the study found that Kandha, Lodha, Saora and Bonda perceive no classes for vocational learning of the learners from "minor problem" to "moderate problem". Further it was found that there exist significant difference in between the Kandha Vs Lodha, Kandha Vs Saora, Kandha Vs Bonda, Lodha Vs Saora and Lodha Vs Bonda with regard to no classes for vocational learning of the learners whereas there exist no significant difference in between the Saora Vs Bonda regard to above item.

Item No. 4. Poverty in the Family compelled me to dropout from Adult Education Centre:

Analysis of item no 4 of the study found that Kandha, Lodha, Saora and Bonda perceive it from "minor problem" to "moderate problem" for attending the literacy centre. Further it was found that there exist significant difference in between the Kandha Vs Saora, Kandha Vs Bonda, Lodha Vs Saora, Lodha Vs Bonda and Saora Vs Bonda response with regard to poverty in my family compelled to dropout from adult education centre where as there exist no significant difference in between the Kandha Vs Lodha response with regard to same item.

Item No. 5: No provision for Productive Learning in the Literacy Classes:

Analysis of item no 5 of the study that Kandha, Lodha, Saora and Bonda perceive no provision for productive learning in the literacy classes was a problem from "minor problem" to "moderate problem". However there exist significant difference in between the Kandha Vs Lodha, Kandha Vs Saora, Kandha Vs Bonda, Lodha Vs Saora, Lodha Vs Bonda and Saora Vs Bonda with regard to above item.

Item No. 6: Insufficient Manpower in my Family to look after the Agricultural Activities:

Analysis of item no 6 of the study found that Kandha, Lodha, Saora and Bonda perceive insufficient manpower in my family to look after the agricultural activities from "minor problem" to "moderate problem" for attending the literacy classes. Further it was found that there exist significant difference in between the Kandha Vs Lodha, Kandha Vs Saora, Kandha Vs Bonda, Lodha Vs Saora and Lodha Vs Bonda response with regard to insufficient manpower in my family to look after the agricultural activities whereas there exists no significant difference in between the Saora Vs Bonda response with regard to the same item.

Item No. 7. Immediate concern was to improve Family Economic Condition:

Analysis of item no 7 of the study found that Kandha, Lodha, Saora and Bonda perceive immediate concern improve economic condition of family was a problem from "minor problem" to "moderate problem" for their learning. However there exist significant difference in between the, Kandha Vs Saora, Kandha Vs Bonda, Lodha Vs Saora, Lodha Vs Bonda and Saora Vs Bonda response with regard to immediate concern to improve family economic condition whereas there exists no significant difference in between the Kandha Vs Lodha response with regard to the same item.

9. Discussion of the Result on Economic Barriers:

Results of the economic related barrier shows that the variables like landlord did not permit to attend the classes after collecting fodder, no classes for vocational learning of the learner, insufficient income of the family member, no occupational training in my pursued occupation, poverty of the family, no provision for productive learning, insufficient manpower in my family and immediate concern to improve economic condition were acting as "minor problem" to "moderate problem". It is clear from the study that economic barrier also acting as a barrier in the learning process of the tribal women in the literacy centre. It was evident from the data analysis that landlord did not permit me to attend the classes, collecting fodder, coming back in the evening to the classes, no specific working hour in my occupation, did not offer me any occupational training in my pursued occupation were differ in their opinions with regard to the economical barriers.

10. Suggestions for Economic Barrier

As the women learners are very poor, Special provision of incentives may be made for them in terms of dress, food and medicine. The owners and the landlords may be convinced to permit the workers to attend the centre. Vocational subject should be included in the literacy programme for the economic development of them. Government should provide work within the locality. Income generating programme should be the part and parcel of the literacy programme. Literacy class should be organized according the tribal women economical needs. Occupational training should be provided to them for their economical development. There should be provision for productive learning. Male should help to the female for the domestic work in the family.

11. Conclusion

The overall picture of the study reveals that economic problem is the part of the tribal society; their first priority is to earn. After the day's hard work they are tired in household activities and keep them busy throughout the day. Economic barrier is the main barrier for the tribal women for this reason they dropped out from the literacy centre. From the study it is clear that economic factor of the tribal society hinders the development of literacy in the tribal society.

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