

## Cultural learning needs of tribal women dropout: A study on literacy programme of Bolangir District of Odisha

<sup>1</sup> Dr. Deepak Kumar Pradhan, <sup>2</sup> Ali Bordoloi Saikia

<sup>1</sup> Lecturer in Education, Sukinda College, Sukinda, Jajpur, Odisha, India

<sup>2</sup> Assistant Professor in Education, PQH School of Education, University of Science and Technology, Meghalaya, India

### Abstract

The main objective of this paper was to study cultural learning needs of different Tribal women Groups dropout from literacy programmes in Bolangir district of Odisha. From the study it was observed that the variable like proper celebration of festivals as a learning needs, proper celebration of fairs as a learning needs were needed “frequently” to “usually” where as religious education “sometime” to “frequently” for the Kandha, Lodha, Saora and Bonda tribal women. Further it was found that there exist no significant difference in between the Total Literacy Campaign dropout, Post-Literacy Programme dropout and Continuing Education Programme dropout with relation to their learning needs for religious education, Proper Celebration of Festivals and Proper Celebration of Fairs.

**Keywords:** cultural learning needs, tribal women dropout, literacy programme

### 1. Introduction

Learning needs and the way of living are related with each other. Learning needs of the learners facilitates to the curriculum framework for the formulation of the curriculum. Tribal women’s learning needs are different from the other people. The learning needs of Tribal women are classified into (i) Individual development need (ii) Vocational and job oriented need (iii) Social awareness need (iv) Cultural need (v) Literacy and numeracy need (vi) Leisure time need (vii) Skill development need and (viii) Horticulture and floriculture need (Pradhan, 2015).

Cultural learning need is one of the most important learning needs of the tribal women. It refers to the learning facilitates for the smooth functioning of the cultural activities throughout the year. The animal and sacrifice should be stopped by organizing the traditional folk dances, songs through the media for creating the awareness in the tribal society. They should motivate in building their village in forming the different associations, youth forums, cultural forums and ladies forums. The literacy centre should organize different competitions and interaction among themselves in the various issues related to their interest and their betterment. The literacy centre should also organise the awareness programme in removing the bad habits including the gambling, inhuman acts like killing the child or animals for offering to the god as the part of the worship.

Saini (1978), Haque (1978), Deora(1979), Ali (1979), Mehta (1980), Kaur (1988), Goyal and Bhango (1990), Rani (1980), Malhotra (1991), Kaur (1992), Bhango and Kaur (1993), Dangi and Intodia (1999), Soundarapandian(2000), Seshukumari (2001), Bhatia and Kumar (2001), Manjeet and Anuradha (2002), Mathew (2002), Sharma (2002), Department of Adult and Continuing Education, Sri Venkateswara University, Tirupati (2006), Reddy *et al.* (2008), Sariput Landge *et al.* (2008), Zaman *et al.* (2010), Reddy (2011), Indian Adult Education Association, New Delhi (2011), Department of Adult and Continuing Education, Sri Venkateswara

University, Tirupati (2012), Coroline ital (2013) and Pradhan ital (2015) reported that cultural leaning need is very important for tribal adult women learner.

### 2. Objective of the study

To study cultural learning needs of different Tribal women Groups dropout from literacy programmes in Bolangir district of Odisha.

### 3. Hypothesis of the Study

There exist no significant differences of opinion among the programme wise Tribal women dropout learners with respect to cultural learning needs.

### 4. Method and Material

#### 4.1 Method

Survey design was used for the purpose of this study.

#### 4.2 Population

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

#### 4.3 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.

**4.4 Tools**

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

**4.5 Technique**

‘t’ test and percentage(%) was used for the purpose of data analysis and interpretation in this study.

**5. Analysis and interpretation of the study**

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

**Table 1:** Dropout Status of the Respondents

S. No	Dropout Status	Frequency	Percent
1	TLC	254	31.75
2	PLP	329	41.12
3	CEP	217	27.13
	Total	800	100.00

The Table shows dropout status of the respondents, 31.74% are dropout from the total literacy campaign, 41.12% are dropout from the post-literacy programme where as 27.13% respondents dropout from the continuing education.

**Table 2:** Proper Celebration of Festivals as a Learning Needs

S. No	Dropout	N	df	M	SD	SED	‘t’ value	Remarks
1	TLC	254	561	5.52	1.21	0.32	0.07	**
	Vs PLP	329		5.54	1.20			
2	TLC	254	491	5.52	1.21	0.11	1.69	**
	Vs CEP	217		5.52	1.21			
3	PLP	329	544	5.54	1.20	0.10	1.54	**
	Vs CEP	217		5.70	1.15			

\*Significant at 0.05 level \*\* Insignificant at 0.05 level

Tribal society observes the festival throughout the year. In the festival, women play an important role. They needed the proper celebration way of the festival. In each and every festival are unique in nature. For the proper celebration they need some knowledge regarding what not to do during the festivals. To test the mean difference of opinion in this item the information was collected four tribal women group who subsequently dropped out from literacy campaign at different stages of its implementation. The mean score varies from a highest of 5.70 (Continuing Education Programme) to a lowest of 5.52 Total Literacy Campaign on the above mentioned item. The data analyses reveal that the mean difference between Total Literacy Campaign Vs Post-Literacy Programme was 0.02, Total Literacy Campaign Vs Continuing Education Programme was 0.18 and Post-Literacy Programme Vs Continuing Education Programme was 0.16. The ‘t’ statistics for Total Literacy Campaign Vs Post-Literacy Programme was 1.88, for Total Literacy Campaign Vs Continuing Education Programme was 1.69 and for Post-

Literacy Programme Vs Continuing Education Programme was 1.54 drop outs tribal women group from the literacy campaign which were less than the table value of 1.96 at 561, 491 and 544 degree of freedom at 0.05. The difference was insignificance. Hence the null hypothesis was accepted. This indicated that there exists no significant difference in between the Total Literacy Campaign Vs Post-Literacy Programme, Total Literacy Campaign Vs Continuing Education Programme and Post-Literacy Programme Vs Continuing Education Programme dropout opinion with regard to the above mentioned item.

**Table 3:** Proper Celebration of Fairs as a Learning Needs

S. No.	Dropout	N	df	M	SD	SED	‘t’ value	Remarks
1	TLC	254	561	4.86	1.76	0.32	0.07	**
	Vs PLP	329		4.88	1.67			
2	TLC	254	491	4.86	1.76	0.16	1.10	**
	Vs CEP	217		5.04	1.77			
3	PLP	329	544	4.88	1.67	0.15	1.05	**
	Vs CEP	217		5.04	1.77			

\*Significant at 0.05 level \*\* Insignificant at 0.05 level

Odisha is a state where through out of the year only celebration of the fairs and festivals. Some of the researcher proved it was also major reason for poorness of that state. The tribal society they celebrate the fair in each and every year but the way of the celebration is not fairer. They understand fair means drinking liquor and dancing. They needed knowledge about the proper celebration of the fairs as the learning need. To test the mean difference of opinion in this item the information was collected four tribal women group who subsequently dropped out from literacy campaign at different stages of its implementation. The mean score varies from a highest of 5.04 (Continuing Education Programme) to a lowest of 4.86 (Total Literacy Campaign) on the above mentioned item. The data analysis reveals that the mean difference between Total Literacy Campaign Vs Post-Literacy Programme was 0.02, Total Literacy Campaign Vs Continuing Education Programme was 0.02 and Post-Literacy Programme Vs Continuing Education Programme was 0.04. The ‘t’ statistics for Total Literacy Campaign Vs Post-Literacy Programme was 0.07, for Total Literacy Campaign Vs Continuing Education Programme was 1.10 and for Post-Literacy Programme Vs Continuing Education Programme was 1.05 drop outs group from the literacy campaign which were less than the table value of 1.96 at 561, 491 and 544 degree of freedom at 0.05. The difference was insignificance. Hence the null hypothesis was accepted. This indicates that there exist no significant differences in between the Total Literacy Campaign Vs Post-Literacy Programme, Total Literacy Campaign Vs Continuing Education Programme and Post-Literacy Programme Vs Continuing Education Programme dropout opinion with regard to the above mentioned item.

**Table 4:** Religious Education as a Learning Needs

S. No.	Dropout	N	df	M	SD	SED	't' value	Remarks
1	TLC	254	561	3.50	1.29	0.24	0.27	**
	Vs PLP	329		3.57	1.33			
2	TLC	254	491	3.50	1.29	0.12	1.61	**
	Vs CEP	217		3.70	1.35			
3	PLP	329	544	3.57	1.33	0.12	1.13	**
	Vs CEP	217		3.70	1.35			

\*Significant at 0.05 level \*\* Insignificant at 0.05 level

Religious education is important for the tribal women because they love more to their own culture. Secular religious education means paying respect to all the religious of the county and also develop positive attitude towards the other religion. The tribal women are feeling shy for observing other religious activity. They need to understand about knowledge of other non tribal religions. To test the mean difference of opinion in this item the information was collected four tribal women group who subsequently dropped out from literacy campaign at different stages of its implementation. The mean score varies from a highest of 3.70 (Continuing Education Programme) to a lowest of 3.50 Total Literacy Campaign on the above mentioned item. The data analysis reveals that the mean difference between Total Literacy Campaign Vs Post-Literacy Programme was 0.07, Total Literacy Campaign Vs Continuing Education Programme was 0.20 and Post-Literacy Programme Vs Continuing Education Programme was 0.13. The 't' statistics for Total Literacy Campaign Vs Post-Literacy Programme was 0.27, for Total Literacy Campaign Vs Continuing Education Programme was 1.61 and for Post-Literacy Programme Vs Continuing Education Programme was 1.13 drop outs from the literacy campaign which were less than the table value of 1.96 at 561, 491 and 544 degree of freedom at 0.05. The difference was insignificance. Hence the null hypothesis was accepted. This indicated that there exist no significant differences in between the Total Literacy Campaign Vs Post-Literacy Programme, Total Literacy Campaign Vs Continuing Education Programme and Post-Literacy Programme Vs Continuing Education Programme dropout opinion with regard to the above mentioned item.

## 6. Main findings

### Item No. 1: Proper celebration of festivals as a learning needs

It was found from the item no. 1 that the four tribal women group who subsequently dropped out from literacy campaign i.e. Total Literacy Campaign, Post-Literacy Programme and Continuing Education Programme at different stages of its implementation perceives that their learning needs for proper celebration of festivals varies from 'frequently' to 'usually'. However there exist no significant difference in between the Total Literacy Campaign dropout, Post-Literacy Programme dropout and Continuing Education Programme dropout on above mentioned item.

### Item No.2: Proper celebration of fairs as learning needs

It was found from the item no. 2 that the four tribal women group who subsequently dropped out from literacy campaign i.e. Total Literacy Campaign, Post-Literacy Programme and

Continuing Education Programme at different stages of its implementation perceives that their learning needs for proper celebration of fairs varies from "sometimes" to "frequently". However there exist no significant difference in between the Total Literacy Campaign dropout, Post-Literacy Programme dropout and Continuing Education Programme dropout on above mentioned item.

### Item No. 3: Religious education as learning needs

It was found from the item no. 3 that four tribal women group who subsequently dropped out from literacy campaign i.e. Total Literacy Campaign, Post-Literacy Programme and Continuing Education Programme at different stages of its implementation perceives that their learning need for religious education varies from "occasionally" to "sometimes". Further it was found that there exist no significant difference in between the Total Literacy Campaign dropout, Post-Literacy Programme dropout and Continuing Education Programme dropout on their learning needs for religious education

## 7. Discussion of the study

Results of cultural needs shows that the variable like proper celebration of festivals as a learning needs, proper celebration of fairs as a learning needs, as a learning needs were needed "frequently" to "usually" where as religious education "sometime" to "frequently" for the Kandha, Lodha, Saora and Bonda tribal women. Population awareness learning needs and knowledge of current problems in the society are important learning needs for tribal women. It is clear that from the research social awareness learning needs necessary for the development of tribal society

## 8. Suggestion of the study

In the literacy centre the volunteer teacher should let the adults learn from their own culture. The volunteer teacher should arrange the learning programmes by means of cultural activities. He should also emphasize on the different cultural programme in the centre. The curriculum of the adult education must give emphasis on the cultural programmes of the tribal women.

## 9. Conclusion

It is also observed that with regard to learning needs of animal husbandry and the individual learning needs are two most important learning needs of the tribal women. There was poor arrangement for providing vocational education to the adult learners. Very few arrangement was made to provide vocational training, through women taught a bit of embroidery, kitting, tailoring, carpentry etc. due to the lack of

materials and equipment supplied to them it was not running properly.

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