



Social barriers for tribal female dropouts from literacy programme

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Abstract

The objective of this paper is to study the social related barriers for female literacy among the different Tribal Groups dropout from literacy programmes in Bolangir district of Odisha.

Hypothesis of the Study: There exist no significant differences in the social related barriers for literacy among the different Tribal women dropouts of Bolangir District of Odisha.

Methodology of The Study: Survey design was used for conducting this study. 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. 800 respondents were drawn from the universe by using multistage Sampling Procedure. Interview Schedule used for the purpose of data collection and 't' test was used for the data analysis and interpretation.

It was evident from the data analysis that variables such as indiscipline behaviour of the learner, migration in search of work, unwillingness of the family member, marriage at young age, were differ from the opinions of the of Kandha, Lodha, Saora and Bonda tribal women. On the other hand Kandha Vs Saora, Kandha Vs Bonda, Lodha Vs Saora and Lodha Vs Bonda for conservative outlook of the family, Kandha Vs Saora, Kandha Vs Bonda, Lodha Vs Saora, Lodha Vs Bonda, Saora Vs Bonda for never priority in literacy were differ in their opinions with regard to the social barriers.

Keywords: social factor, tribal female dropout, literacy programme

Introduction

The tribal societies differ from the general society due to social and cultural isolation. They are characterized by aloofness, lower level of economic activity and unique social structure. Over the years, tribal groups maintained their separate identity based on their own value system, culture and ethos. Due to their socio-economic backwardness, they are struggling hard for the minimum sustenance of their livelihood. Thus socio economic and cultural factors are the determinants for the progress of tribal women.

Literacy of the tribal women also depends upon the social factors. Social factors have significant influence in the behavior of both men and women in tribal society. It also determines women's role and their position in the society to a great extent. The social norms and values determine the very importance of literacy for tribal women. The tribal women do not feel comfortable in attending the literacy classes along with the other women due to their lower social status. They do not understand the importance of literacy. They feel shy to attend the literacy classes in the evening because of the conservative attitude of the family.

The social institutions in tribal society include family, kinship, marriage and religious institutions. These act as barrier for the drop out of women literacy. One of the major problems is early marriage in the tribal society. It needs serious attention in the context of women's health and literacy. When girls attain early motherhood, it becomes almost impossible for them to think of acquiring literacy or any other skills that requires them formality of regular attendance. Apart from the routine housekeeping and child care activities, women are also engaged in the subsistence activities like cleaning of bush, thorns and thickets in the field. They also make the field, plant seeds, weeding and

reaping. The religious ceremonies are inseparable part of tribal way of life. There are two types of ceremony observed in both family and community level. The family level ceremonies mainly include newly born babies, marriage and death rites. These ceremonies have specific custom and convention. The tribal women spent most of their time in preparation for the rites and rituals practiced in their family and the community which resulted in absence of literacy classes and ultimately dropping out from the centre.

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) ^[10].

Literature Review on Social Barriers for Women Dropout

The Directorate of Adult Education (1973), Naik (1979),

Bhandari (1974) ^[4], Ray and Nandi (1980), Ramakrishna (1980), Rao *et al.* (1980) ^[20], Sachachidananda *et al.* (1981), Pestonjee *et al.* (1981), Roy and Nandi (1981) ^[21], Bastia (1981), Natarajan (1982), Acharji (1983) ^[1], Aikara (1984) ^[2], Prasad (1985) ^[17], Rajyalakshmi (1986), Avasthy (1986) ^[3], Nanda (1987), Basu (1987) ^[5], Vanaja (1989) Das (1990) ^[8], Pati (1991), Manjula *et al.* (1991) Pati (1994) Kaur (1997) ^[9] Chouhan (2001) ^[7] Intodia *et al.* (2002), Obulesu (2005) ^[14] Priya (2006) ^[18], Mamonah and Anwaar (2012), Swamy (2013) reported that Social factor is responsible for the dropout from the literacy Programme.

Objective of the study

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

Hypothesis of the Study

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

Methodology of the Study

Survey design was used for conducting this study. 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. 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. Interview Schedule used for the purpose of data collection and 't' test used for the data analysis and interpretation.

Analysis and Interpretation of Data

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

Item No. 1.1: The Volunteer Teacher was not friendly towards the Learner

The volunteer teachers recruited for imparting teaching to the learners without any specific provision for honorarium or any remuneration. Mostly they belonged to the local areas in which the learning centre was established for Total Literacy Campaign (TLC), Post-Literacy Programme (PLP) and Continuing Education Programme (CEP). The Volunteer Teachers were self-motivated to spare their time and energy for making the learners literate. They supposed to be known and friendly towards the learners. To test the mean difference of opinion on the item "The volunteer teacher was not friendly towards the learner" the information was collected from four tribal women belonging to different tribal groups who subsequently dropped out

from literacy campaign in different stages of its implementation.

The mean score varies from a highest of 2.96 (Kandha) to a lowest of 1.73 (Saora) on the above item. The data analysis reveal that the mean difference between Kandha & Lodha was 0.13, Kandha & Saora was 1.23, Kandha & Bonda was 0.87, Lodha & Saora was 1.1, Lodha & Bonda was 0.74 and Saora & Bonda was 0.26. The calculated 't' value for Kandha Vs Lodha was 1.18 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 exist no significant difference in response between the Kandha Vs Lodha with regard to the volunteer teacher was not friendly towards the learner. Further the calculated 't' value for Kandha Vs Saora was 13.58, for Kandha Vs Bonda was 9.09, for Lodha Vs Saora was 11.61, for Lodha Vs Bonda was 7.43 and for Saora Vs Bonda was 4.42 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 exists significant difference in between the Kandha Vs Saora, Kandha Vs Bonda, Lodha Vs Saora, Lodha Vs Bonda and Saora Vs Bonda with respect to above mentioned item.

Item No. 1.2: Some Learners who were not disciplined in the Centre

Learners are the central part of the teaching-learning activities in the literacy centre. Adult Learners should be individually and collectively responsible for the success of literacy programme in the literacy centre. It is essential that the learners should be disciplined in the centre. They should come to the centre in time, enjoy the lesson to learn and should be regular in the centre. Since the programme was time bound in nature, learners would enable to cope up with the literacy programme. Therefore the success of the literacy programme primarily depends on the desire behavior of the adult learners. To test the mean difference of opinion on the item "there were some learners who were not disciplined in the centre" the information was collected from four tribal women belonging to different tribal groups who subsequently dropped out from literacy campaign in different stages of its implementation.

The mean score varies from a highest of 3.28 (Kandha) to a lowest of 2.09 (Saora). The mean score difference between Kandha & Lodha was 0.22, Kandha & Saora was 1.19, Kandha & Bonda was 0.97, LO & Saora was 0.97, Lodha & Bonda was 0.75 and Saora & Bonda was 0.22. The calculated 't' value for Kandha Vs Lodha was 2.65, for Kandha Vs Saora was 14.88, for Kandha Vs Bonda was 12.91, Lodha Vs Saora was 10.62, for Lodha Vs Bonda was 8.63 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, Lodha, Saora and Bonda response with respect to above mentioned item.

Item No. 1.3: Family was too Conservative in Outlook

Family is the primary organization in the tribal society. Tribal women consider their family as the economic unit. Both husband and wife work together for the development of the family. Their family is also conservative in outlook.

Husband usually, dominate over the family affairs. Women are more conservative in their outlook. Due to the conservative attitude, all the women were not interested in attaining the literacy classes. To test the mean difference of opinion on the item "Family was too conservative in outlook" the information was collected from four tribal women group who subsequently dropped out from literacy campaign in different stages of its implementation.

The mean score varies from a highest of 3.38 (Lodha) to a lowest of 2.19 (Bonda) on the above mentioned item. The data analysis reveal that the mean difference between Kandha & Lodha was 0.44, Kandha & Saora was 0.73, Kandha & Bonda was 0.75, Lodha & Saora was 1.17, Lodha & Bonda was 1.19 and Saora & Bonda was 0.2. The calculated 't' value for Kandha Vs Lodha was 1.18 and Saora Vs Bonda was 0.28 which were 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 exist no significant differences in between the Kandha Vs Lodha and Saora Vs Bonda with regard too conservative outlook in family. Further the calculated 't' value for Kandha Vs Saora was 17.98, for Kandha Vs Bonda was 15.51, for Lodha Vs Saora was 8.96 and for Lodha Vs Bonda was 8.24 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 Vs Saora, Kandha Vs Bonda, Lodha Vs Saora and Lodha Vs Bonda response with regard too conservative outlook in the family.

Item No. 1.4: Migrant in Search of Work for months together was a Huddle in Attending Literacy Classes

Migration is a social phenomenon. It refers to the movement of the people from one place to another place. In the tribal society the women contribute substantially for the economic development of the family. For this purpose they often accompany with their husband along with her children for search of livelihood. Therefore the searching for work for months together was nevertheless a huddle in attending literacy class's regularly. To test the mean difference of opinion on the item "Migrant in search of work for months together was a huddle in attending literacy classes" the information was collected from four tribal women group who subsequently dropped out from literacy campaign in different stages of its implementation.

The obtained mean score varies from a highest of 3.43 (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 0.65, Kandha & Saora was 1.35, Kandha & Bonda was 1.11, Lodha & Saora was 0.65, Lodha & Bonda was 0.41 and Saora & Bonda was 0.24 on the above item. The calculated 't' value for Kandha Vs Lodha was 7.03, for Kandha Vs Saora was 17.60, for Kandha Vs Bonda was 15.44, for Lodha Vs Saora was 6.99, for Lodha Vs Bonda was 4.81 and for Saora Vs Bonda was 2.86 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 migration in search of work for months together.

Item No. 1.5: Unwillingness of my Family to get me Literate

Literacy is the prerequisite for the development of the tribal society. The role of tribal family is very important for making women literate. Due to their aloofness from outside the world, the conservative of outlook of the family members are unable to understand the importance of women literacy. They consider women as a helping hand for the family. To test the mean difference of opinion on the item "Unwillingness of my family to get me literate" the information was collected from four tribal women group who subsequently dropped out from literacy campaign in different stages of its implementation.

The mean score varies from a highest of 3.37 (Kandha) to a lowest of 2.03 (Saora) on the above mentioned item. The data analysis reveal that the mean difference between Kandha & Lodha was 0.69, Kandha & Saora was 1.34, Kandha & Bonda was 0.98, Lodha & Saora was 0.65, Lodha & Bonda was 0.29 and Saora & Bonda was 0.36. The calculated 't' value for Kandha Vs Lodha was 7.09 which for Kandha Vs Saora was 16.52, for Kandha Vs Bonda was 12.19, for Lodha Vs Saora was 7.27, for Lodha Vs Bonda was 3.26, and Saora Vs Bonda was 5.07 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 unwillingness of family to get me literate.

Item No. 1.6: Literacy was never a Priority in our Tradition

Tribal society is lagging behind till today. The women are engaged in child rearing and caring of the family. Very often it was noticed that they engaged in merrymaking and taking liquor regularly. They are unable to understand the importance of literacy. They believed that making literate to women is time consuming affair. They are unable to make difference between the literate and illiterate people. To test the mean difference of opinion on the item "Literacy was never a priority in our tradition" the information was collected from 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 3.20 (Kandha) to a lowest of 2.14 (Saora) on the above mentioned item. The data analysis reveal that the mean difference between Kandha & Lodha was 0.08, Kandha & Saora was 1.06, Kandha & Bonda was 0.83, Lodha & Saora was 0.98, Lodha & Bonda was 0.75 and Saora & Bonda was 0.23. The calculated 't' value for Kandha Vs Lodha was 0.09 which were 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 literacy was never a priority in our tradition. Further the calculated 't' value for Kandha Vs Saora was 12.41, for Kandha Vs Bonda was 11.48, for Lodha Vs Saora was 10.76, for Lodha Vs Bonda was 9.52 and for Saora Vs Bonda was 3.02 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 response with regard to above item.

Item No. 1.7: Felt Shy to Attend Classes due to my Age

Age factor is an important criterion in the teaching-learning activities. Psychologists argue that age factor is one of the determinants for assessing in learning more or less. Early age learning is more effective than learning in later age of life. Tribal people believed that engaging in literacy programme in old age was a matter of shyness. They considered that it was not the age of the student Bonda rather it was the age of earning money for family. To test the mean difference of opinion on the item "I felt shy to attend classes due to my age" the information was collected from four tribal women group who subsequently dropped out from literacy campaign in different stages of its implementation. The mean score varies from a highest of 3.13 (Kandha) to a lowest of 2.05 (Saora) on the above mentioned item. The data analysis reveal that the mean difference between Kandha Vs Lodha was 0.36, Kandha & Saora was 1.08, Kandha & Bonda was 0.71, Lodha & Saora was 0.72, Lodha & Bonda was 0.35 and Saora & Bonda was 0.37. The calculated 't' value for Kandha Vs Lodha was 3.66, for Kandha Vs Saora was 11.82, for Kandha Vs Bonda was 7.72, for Lodha Vs Saora was 7.44, for Lodha Vs Bonda was 3.60, and for Saora Vs Bonda was 4.12 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 felt shy to attend classes.

Item No. 1.8: I was married at a Young Age

Marriage is a social institution. In tribal society, it is commonly observed that the tribal women are engaging in the early marriage. They believed that the producing more number of children is an asset of the family. To test the mean difference of opinion on the item "I was married at a young age" the information was collected from four tribal women group who subsequently dropped out from literacy campaign in different stages of its implementation. The mean score varies from a highest of 3.18 (Kandha) to a lowest of 1.80 (Saora) on the above mentioned item. The data analysis reveal that the mean difference between Kandha & Lodha was 0.38, Kandha & Saora was 1.38, Kandha & Bonda was 0.99, Lodha & Saora was 1.00, Lodha & Bonda was 0.61 and Saora & Bonda was 0.39. The calculated 't' value for Kandha Vs Lodha was 3.74, for Kandha Vs Saora was 16.8, for Kandha Vs Bonda was 11.56, for Lodha Vs Saora was 10.29, for Lodha Vs Bonda was 6.40 and for Saora Vs Bonda was 4.45 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 married at a young age.

Main Findings

After the interpretation of data, the investigator is in a position to draw the findings according to the objectives of the study. The present findings of the study are on the

framed objectives. The main findings have been presented on the basis of items framed under each objective of the study.

Item No. 1.1 Volunteer Teacher was not friendly towards the Learner

Analysis of item no 1.1 shows that volunteer teacher has "minor problem" to "moderate problem" of unfriendly towards the learners for Kandha, Lodha, Saora and Bonda. However, It was also observed that there exist no significant differences in between the Kandha Vs Lodha with regard to the volunteer teachers are unfriendly towards the learner whereas there exist significant differences in between the Kandha Vs Saora, Kandha Vs Bonda, Lodha Vs Saora, Lodha Vs Bonda and Saora Vs Bonda with respect to the above mentioned item.

Item No. 1.2 Some Learners who were not disciplined in the Centre

Analysis of item no 1.2 of the study found that the Kandha, Lodha, Saora and Bonda perceive the problem of the learners who were not disciplined in the centre from "minor problem" to "moderate problem". Further it was found that there exist significant difference in between the Kandha, Lodha, Saora and Bonda response with respect to learner who were not disciplined in the centre.

Item No. 1.3 Family was too Conservative in Outlook

Analysis of item 1.3 of the study found that the Kandha, Lodha, Saora and Bonda perceive the problem of too conservative in outlook of family from "minor problem" to the "moderate problem". However there exists no significant difference in between the Kandha Vs Lodha, Saora Vs Bonda in their response with regard to too conservative in outlook of family whereas there exist significant difference were observed on the same item in between the Kandha Vs Bonda, Lodha Vs Lodha and Lodha Vs Bonda.

Item No. 1.4 Migration in Search of Work for months together was a huddle in attending Literacy Classes

Analysis of item 1.4 of the study found that the Kandha, Lodha, Saora and Bonda perceive the problem of migration in search of work for months together was a huddle in attending literacy classes from "minor problem" to "moderate problem" for attending the literacy classes. However it was found that there exists significant differences in between the Kandha, Lodha, Saora and Bonda response with regard to the above mentioned item.

Item No. 1.5 Unwillingness of my Family to get me Literate

Analysis of item 1.5 of the study found that tribal groups Kandha, Lodha, Saora and Bonda perceive the problem of the unwillingness of family member from "minor problem" to "moderate problem" for attending literacy classes. However it was also found that that there exists significant difference in between the Kandha, Lodha, Saora and Bonda response with regard to the above mentioned item.

Item No. 1.6 Literacy was never a Priority in our Tradition

Analysis of item 1.6 of the study found that the four tribal groups i.e. Bonda, Saora, Lodha and Bonda perceive the problem of literacy never a priority in our tradition from

“minor problem” to “moderate problem” for attending the literacy centre. Further it was also found that there no exist significant difference in between the Kandha Vs Lodha response with regard to literacy was never a priority in our tradition whereas there exist significant difference in between the Kandha Vs Saora, Kandha Vs Bonda, Lodha Vs Saora, Lodha Vs Bonda and Saora Vs Bonda response on the same item.

Item No. 1.7 Felt Shy to attend Classes due to my Age

Analysis of item 1.7 of the study found that the four tribal groups i.e.Kandha, Saora, Lodha and Bonda perceive the problem of felt shy to attend classes due to my age from “minor problem” to “moderate problem”. However there exists significant difference in between the Kandha, Lodha, Saora and Bonda response with regard to the above mentioned item.

Item No. 1.8 Married at a Young Age

Analysis of item 1.8 of the study found that the Kandha, Lodha, Saora and Bonda perceive the problem of married at a young age from “minor problem” to “moderate problem” for attending the literacy classes. Further it was found that there exist significant difference in between the Kandha, Lodha, Saora and Bonda response with regard above mentioned item.

Conclusion

From the main findings of the study it was conclude that Social factor of the tribal women also responsible for the dropout from the literacy campaign. *Social factors are* Volunteer Teacher was not Friendly, Learners who were not Disciplined in the Centre, Family was too Conservative, Migrant in Search of Work for months together, unwillingness of my Family to get me Literate, never a Priority in our tradition, Felt Shy to Attend Classes due to my Age, married at a Young Age.

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