

Personal Related Barrier of Tribal Women Dropouts From Literacy Programme: A Critical Analysis

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Abstract

The main objective of this paper was to study Personal related barriers for female literacy among the different Tribal Groups dropout from literacy programmes in 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. 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. Interview Schedule used for the purpose of data collection and 't-test' was used for the data analysis and interpretation. From the study it was found that variable like get tired after my days hard work, ill health was responsible for not attending the literacy classes, lack of proper companion led to my dropout from literacy classes, self motivated to learn, age of study has passed, asking questions to the male volunteer teacher, difficulty in reading, difficulty in writing, difficulty in arithmetic, no time left for attending to the centres were acting as a problem for the Kandha, Lodha, Saora and Bonda tribal women from "minor problem" to "moderate problem". It is clear from the study that the personal related factor acting as a barrier for attainment of the literacy centre for the tribal women. Further it was found that variables such as get tired after my days hard work, lack of proper companion led to my dropout from literacy classes, age of study has passed, difficulty in writing, asking questions to the male volunteer teacher, no time left for attending to the centers were differ from the opinions of the of Kandha, Lodha, Saora and Bonda tribal women

Key words: Personal Related Barrier, female Dropout, Literacy Programme, Tribal Adult Learner

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.(Pradhan,2015)

Hard work for tribal women is necessary for the maintenance of the family. They are engaging in both the household and agricultural work throughout the day. They also assist their husband in the cultivation work and also engage in forest collection. Both the physical and mental health of the tribal women is necessary for attending the literacy centre. Good physical health is necessary for the better learning. Due to the ill health the tribal women did not attain the literacy centre. For the better learning in the literacy centre the proper companion is necessary. But in case of the tribal women do not get good companion for going to the literacy centre. As a result the lack of the good companion leads to dropouts of the tribal women in the literacy centre.

Self motivation is an important for the success of the literacy programme. Self-motivation includes the trying, striving, stumbling, getting up, driving forward, achieving, providing enthusiasm, the effort are necessary for the tribal women to continue in learning. Due to lack of self motivation they are unable to continue learning in the literacy programme. Age is one of the determinants for the learning. During the early age, the cognitive orientation in learning is faster than the old age. The tribal women are joining in the literacy programme in the old age ultimately reduces their cognitive thinking. Thus they realized that the age they enrolled in the study is not at all appropriate. Women were shy in nature. In the literacy centre the volunteer teacher was the central figure of the literacy centre.

All the activities of the literacy centre depend upon him. Better learning is taking place when both the learners and volunteer teacher interact with each other. But the tribal women are feeling shy for asking question to the male volunteer teacher. Reading is one of the basic components of the literacy programme. tribal women are facing difficult in reading due to their language problem. Writing was one of the basic components of the literacy Programme. The tribal women were faced difficulty odia language. For this reason they were not interest to attain the literacy centre. Some time they did not understand what they write. Arithmetic is also one of the basic components of the literacy programme. It is necessary for each and individual in their day today life. It needs to include from simple to complex. All the time tribal women engaged for their house hold work and agricultural work. They have no time for attaining the literacy centre. This is also responsible for the dropout of the literacy centre. Self satisfaction is very much necessary but the tribal women are not getting self satisfaction from the literacy centre. In the literacy centre, there is no special provision for the women. The content of the primer is not suitable for them. They do not get benefit from the centre. For this reason they are not self satisfied.

The Directorate of Adult Education (1973), Naik (1979), Bhandari (1974), Ray and Nandi (1980), Ramakrishna (1980), Rao et al. (1980), Sachachidananda et al. (1981), Pestonjee et al. (1981), Roy and Nandi (1981), Bastia (1981), Natarajan (1982), Acharji (1983), Aikara (1984), Prasad (1985), Rajyalakashmi (1986), Avasthy (1986), Nanda (1987), Basu (1987), Vanaja (1989), Das (1990), Pati (1991), Manjula et al. (1991) Pati (1994) Kaur (1997) Chouhan (2001) Intodia et al. (2002), Obulesu (2005) Priya (2006), Mamonah and Anwaar (2012), Swamy (2013) reported that family related factor was responsible for the dropout from the literacy Programme.

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.

Objective of the study

To study Personal related barriers for female literacy among the different Tribal Groups dropout from literacy programme in 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. *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 was used for the data analysis and interpretation.

Main findings of the Study

Item No. 1. Usually get Tired after my days Hard Work

Analysis of item 1 of the study found that Kandha, Lodha, Saora and Bonda usually tired after days hard work was acting as a barrier from "somewhat of a barrier" to "moderate barrier" to attending the literacy centre. Further It was found that there exist significant difference in between the Kandha, Lodha, Saora and Bonda response with regard to above item.

Item No. 2. Ill Health was not responsible for attending the Adult Education Classes

Analysis of item 2 of the study found that Kandha, Saora, Lodha and Bonda perceive the problem my ill health was responsible for not attending the adult education classes from “somewhat of a barrier” to “moderate barrier”. However there exist significant difference in between the KandhaVsLodha, KandhaVsSaora, KandhaVsBonda, LodhaVsSaora, and SaoraVsBonda response with regard to ill heath was responsible for not attending the adult education classes whereas there exist no significant difference in between the LodhaVsBonda response with regard to the above item.

Item No. 3. Lack of proper companion led to my dropout from Literacy Classes

Analysis of item 3 of the study found that Kandha, Lodha, Bonda and Saora perceive ‘lack of proper companion from “minor problem” to “moderate problem”’. Further it was found that there exist significant difference in between the KandhaVsLodha, KandhaVsSaora, KandhaVsBonda, LodhaVsSaora, LodhaVsBonda and SaoraVsBonda response with regard to lack of proper companion led to my dropout from literacy classes

Item No. 4. Not self motivated to Learn

Analysis of item 4 of the study found that Kandha, Lodha, Bonda and Saora perceive from “somewhat of a barrier” to “moderate barrier” for attending the literacy campaign. However there exist significant difference in between the KandhaVsLodha, KandhaVsSaora, KandhaVsBonda, LodhaVsSaora and SaoraVsBonda response with regard to lack of self-motivated to learn where as there exist no significant difference in between the LodhaVsBonda response with regard to the same item.

Item No. 5. Feeling that the Age of Study has Passed

Analysis of item 5 of the study found that Kandha, Lodha, Bonda and Saora perceive that age of the study has passed from “somewhat of a barrier” to “moderate barrier” for attending the literacy centre. However there exist significant difference in between the Kandha, Lodha, Saora and Bonda response with regard to above mentioned item.

Item No. 6. Shy of asking questions to the Male Volunteer Teacher

Analysis of item 6 of the study found that the four Kandha, Lodha, Bonda and Saora perceive it “from somewhat of a barrier” to “moderate barrier” for attending the literacy centre. However there exists significant difference in between the Kandha, Lodha, Saora and Bonda response with regard to above item.

Item No. 7. Faced difficulty in Reading

Analysis of item 7 of the study found that Kandha, Lodha, Bonda and Saora perceive difficulty in reading as a barrier “from somewhat of a barrier” to “moderate barrier” for attending the literacy

programme. Further it was found that there exist significant difference in between the KandhaVsLodha, KandhaVsSaora, Kandha Vs Bonda, Lodha Vs Saora and Saora Vs Bonda with regard to difficulty in reading where as there exist no significant difference in between the Lodha Vs Bonda response with regard to above item.

Item No. 8. Faced difficult in Writing

Analysis of item 8 of the study found that the four tribal group i.e. Kandha, Lodha, Bonda and Saora perceive in difficult writing from “somewhat of a barrier” to “moderate barrier” for attending the literacy centre. Again it was found that there exist significant difference in between the Kandha, Lodha, Saora and Bonda with regard to difficult in writing.

Item No. 9. Faced difficult in Arithmetic

Analysis of item 9 of the study found that Kandha, Lodha, Saora and Bonda perceivedifficult in arithmetic from “somewhat of a barrier” to “moderate barrier” for attending the literacy centre. Again it was found that there exist significant difference in between the KandhaVsSaora, KandhaVsBonda, LodhaVsSaora and SaoraVsBonda response with regard to discouraged to attend classes after the whole day work where as there exist no significant difference in between the KandhaVsLodha on the same item.

Item No. 10. No time left for attending to the Centres

Analysis of item 10 of the study found that Kandha, Lodha, Bonda and Saora perceive no time left for attending to the centre from “somewhat of a barrier” to “moderate barrier” for attending the literacy programme. Further it was found that there exist significant difference in between the KandhaVsLodha, KandhaVsSaora, KandhaVsBonda, LodhaVsSaora and SaoraVsBonda response with regard no time left for attending to the centres where as there exist no significant difference in between LodhaVsBondaresponse with regard to same item.

Item No. 11. Self Satisfaction from the Centre

Analysis of item 11 of the study found that Saora perceive no self satisfaction from the centre acting as a barrier from “somewhat of a barrier” to “moderate barrier” for attending the literacy classes. However there exist significant difference in between the KandhaVsLodha, KandhaVsSaora, KandhaVsBonda, LodhaVs LsaoraS and SaoraVsBonda with regard to no self satisfaction from the centre where as there exist no significant difference in between LodhaVsBonda response with regard above item.

Result and Discussion

Results of the family related factor shows that the variable like get tired after my days hard work, ill health was responsible for not attending the literacy classes, lack of proper companion led to my dropout from literacy classes, self motivated to learn, age of study has passed, asking questions to the male volunteer teacher, difficulty in reading, difficulty in writing, difficulty in arithmetic, no time left for attending to the centres were acting as a problem for the Kandha, Lodha, Saora and Bonda tribal women from “minor problem” to “moderate problem”. The result of the present study was well supported by the findings of (1973), Naik (1979), Bhandari (1974), Ray and Nandi (1980), Ramakrishna (1980), Rao et al. (1980), Sachachidananda et al. (1981), Pestonjee et al. (1981), Roy and Nandi (1981), Bastia (1981), Natarajan (1982), Acharji (1983), Aikara (1984), Prasad (1985), Rajyalakashmi (1986), Avasthy (1986), Nanda (1987), Basu (1987), Vanaja (1989), Das (1990), Pati (1991), Manjula et al. (1991), Pati (1994), Kaur (1997), Chouhan (2001), Intodia et al. (2002), Obulesu (2005), Priya (2006), Mamonah and Anwaar (2012), Swamy (2013) etc as they found family related factors were responsible for dropouts from the literacy programme. It is clear from the study that the personal related factor acting as a barrier for attainment of the literacy centre for the tribal women. It was evident from the data analysis that variables such as get tired after my days hard work, lack of proper companion led to my dropout from literacy classes, age of study has passed, difficulty in writing, asking questions to the male volunteer teacher, no time left for attending to the centres were differ from the opinions of the of Kandha, Lodha, Saora and Bonda tribal women. On the other hand KandhaVsLodha, KandhaVsSaora, KandhaVsBonda, LodhaVsSaora and SaoraVsBonda for ill health was responsible for not attending the literacy classes, KandhaVsLodha, KandhaVsSaora, KandhaVsBonda, LodhaVsSaora and SaoraVsBonda for self motivated to learn, KandhaVsLodha, KandhaVsSaora, KandhaVsBonda, LodhaVsSaora and SaoraVsBonda for difficulty in reading, KandhaVsSaora, KandhaVsBonda, LodhaVsSaora, LodhaVsBonda and SaoraVsBonda for difficulty in arithmetic were differ in their opinions with regard to the Personal related barriers.

Conclusion

The overall picture of the study reveals that Personal Related problem was 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. Personal Related Barrier is the main barrier for the tribal women for this reason they dropped out from the literacy centre. It is observed from the study that their Personal Related Barrier hinders the process of teaching-learning in the literacy centre.

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