Chapter – II

REVIEW OF RELATED LITERATURE

2.0 Introduction:

Review of related literature is an essential aspect of research study. Though such review invariably 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.

2.1 Literature Review on Socio-economic and Cultural Barriers for Women Dropout:

Mallikarjunaswamy (1969) conducted study on "Survey on reading needs and interests of adult Neo-literates in Mysore state". The researcher found that religious and folk literature had a very high appeal for the Neo-literates. Again the study found that the Neo-literates were preferred to reading in topics related to occupation and knowledge about the community. It indicated that there were significant differences in the reading interest and needs of specific groups among the Neo-literate community but the major differences are related to the occupations of different groups. Stories and fictions have a high appeal to the Neo literates. The study strongly indicated that the follow up reading materials should be offered on 'story methods' rather than the manual or essay type presentation to the Neo-literates for presentation of new ideas and attitudes. Thus the literacy not only stimulated reading but also widened the scope of reading desires for the Neo-literates. The study suggested that the publication programme on composition for Neo-literates should be taken into account on the basis of sex, age and occupation of the learners in influencing their reading interests and needs.

The Directorate of Adult Education (1973) conducted the pilot evaluation study to find out the reasons of the drop-out of adult learners in the functional literacy programme
in the Lucknow District of Uttar Pradesh. The sample of the study consisted of 240 adults in the age group of 15 to 45 years. The investigator found that 17.5% of the adult learners dropped out before the commencement of final examination. Out of the four batches from functional literacy programme, the highest (23.75%) and the lowest (12.50%) dropout rate was in the first and the third batch. The main reasons for the drop-out of adult learners are adverse family circumstances (18.50%), tiredness to attend the literacy classes during the evening hour (47.00%), no separate time (23.08%), less interest (16.06%), sickness (11.90%), difficult to understand the lessons (11.90%), location of literacy centres in distance places (9.52%) and irregularity in management of classes (7.14%). Naik (1979) reporting a quick appraisal of National Adult Education Programme in Gujarat, conducted by Sadder Patel Institute of Economic and Social research, Ahmadabad. The sample of the study consists of adult education centres run by 47 voluntary agencies out of which 45 responded. The study found that the majority of dropouts are belongs to Scheduled Castes (SC). They are primarily engaged in agriculture. The investigator found that the nearly half of respondents are absent in adult education centres due to the pressure of family burden and 10% of them attributed to economic factor are the causes of dropout in centres.

Bhandari (1974) in the study explains about the factors that affected retention and dropouts in the adult literacy classes in Udaipur district of Rajasthan. The sample size of the study is 96 learners. He found that there is no significant difference between the adult learners dropouts with regards to the age, sex, caste, marital status, occupation, affiliation with economic, social political groups, schooling during childhood, size of land holding, and adoption of improved agricultural practices. But the study again cited that there are various reasons for the dropouts such as day-work, animal husbandry work, demotic work, lack of interest, school distance, and being ridiculed by friends and relatives.

Ray and Nandi (1980) made a study on the dropouts from adult education centres in Jalpaiguri District of West Bengal. The main objective of the study is to find out the characteristics of the dropouts, specific reasons for dropouts and the suggestive measures. The sample consisted of 88 dropouts randomly selected out of 171 dropouts. The important reasons for dropout are (a) bad weather during monsoon (b) lack of permission from the employers (c) hunger and tiredness after the day’s work. Majority of the dropouts are from
lower income group, low family educational status and mostly they are Scheduled Caste, Schedule Tribe and daily labourers.

Ramakrishna (1980) found that the 90% of the adult education centre is located in the instructor’s house. Similarly Rao et al. (1980) reported that provision of the better lighting facilities and running the centre at convenient place are some of the conditions stimulated by the dropouts. Sachachidananda et al. (1981) highlighted that the good number of adult education centre located in the houses of instructors. Further, they concluded that most of the centre surveyed had adequate seating arrangement for learners. Pestonjee et al. (1981) in their article recommended that the proper arrangements for lighting, seating, drinking water and facilities for games and recreation etc, helped women dropout rates in the centres can be improved.

Roy and Nandi (1981) conducted study on dropouts from adult education centres in the state of West Bengal. They found that the major problems of the dropouts are low economic conditions, look after children due to adaptation of nuclear family, low family education status, lack of the motivation and far distance from the centre, not permitted by employer, lack of companion by the friends, feeling of tiredness.

Bastia (1981) conducted study on “National Adult Education Programme in Tribal region of Orissa”. The major objective is to study the implementation of the National adult education Programme in the tribal region of Orissa state. The sample consisted of 40 adult education centre in which 40 instructors, 306 learners, 58 dropouts, 108 illiterate adults, 07 community leaders selected for the study. The researcher used Interview cum observation schedule and achievement test for the data collection. He found that the average rate of dropout is 13.77% whereas for women it is 21.47% and 94% are left from the centre due to unable to adjust with the teaching-learning process. Again the study found that the 60% of women learners are dropped out because of financial problems, 27% for remaining engaged in domestic work, 29% for family problems and 16% due to ill health. Other reasons for dropping out are inconvenient location of the centre, irrelevant curriculum and rigid behaviour of the instructors.

Natarajan (1982) conducted a study on Adult Education dropouts. He found that family problem, low income, failure of instructor to make classes interesting, inconvenient
location of the centres are the main reasons for dropping out of the adult education programme.

Acharji (1983) found that adequate seating and lighting arrangement and convenient locations of the centre, accommodations in the centre Aikara (1984) are facilitated the continuance of the learners in the centres if they are satisfied with the arrangements. Thus the researchers suggested that the centre should be located in moderate distance along with proper lighting arrangement and the sitting accommodation of the learners should be moderately convenient for the continuances of the learner. The success of the adult education depends upon the physical facility available in the centre. Some of the research studies indicated that lack of the physical facility is mainly responsible for the dropout of learners from the adult education centre.

Prasad (1985) in his analytical study on motivating adult learners in rural areas found that majority of the respondents discontinue their classes due to heavy workload and family problems such as household work, looking after old family members and children, poor health condition and opposition of the family members. Other reasons are lack of interest in adult education classes, lack of modernity in learning, want of good company and inconvenient location of adult education centres.

Rajyalakshmi (1986) pointed out that low level of motivation is the main factor of women learners for non-attendance and dropping out from adult education centres of Mahaboobnagar in the state of Andhra Pradesh. Apart from, there are other reasons of dropouts of adult learners are lack of relevant information, lack of leisure, absence of monetary or material incentives, geographical distance. Again other reasons of dropout are attributed to discontinuance of adults from adult education programmes includes negativity towards adult education, women illiteracy and lack of awareness of programme and time constraints.

Avasthy (1986) reported that poor economic condition was the main factor which provided the learners for not attending the adult education classes. Social customs and traditions of tribal's, illiteracy of parents, tiredness after day's hard work and lack of time are other factors responsible for hindering the presence of a learner in the centre.

Nanda (1987) studied on “Adult education Programme in the state of Punjab”. He adopted ‘Historical-Cum Survey Method’. The sample of the study is comprised of 97
adult education workers and 200 adult literates enrolled in adult education centres. For the data collection, he used the interview schedule, questionnaire and observation schedule. The researcher used ‘Percentage’ for the data analysis and interpretation. The main finding of the study shows that socio-economic status of the farm labours and wage earners proved to be a barrier for them.

Basu (1987) conducted study on the "Academic performance of the farmer’s functional literacy programme participants in relation to some socio-psychological factors in the state of Jammu & Kashmir". The main objective of the study was to examine the relationship between the socio-psychological factors pertaining to the farmer's functional literacy programme and their academic performance. The researcher found that due to socio-psychological factors, newspaper reading, radio listening pertaining to agricultural programmes, social participation, urban occupational pull, contact with agricultural extension officers, achievement, aspiration in reading, writing, arithmetic and knowledge about improved methods of cultivation, attitude towards adult literacy and improved methods of cultivation were positively and significantly related to their performance of literacy. Further age, sex, caste, primary education was not significantly related to their performance.

Vanaja (1989) conducted study on women dropouts in adult education centre of Mysore Taluk. The main objective of the study is to find out the reasons of dropout from the adult education centre. The study found that household drudgery which caused tiredness and allow no time to attain adult education centres. The other reasons are social inhabitation, discouraging environment, inconvenient timings of adult education centres, shyness due to the age factor and lack of interest in the programme.

Das (1990) examined the impact of social-economic problems in the implementation of adult education programme in Assam. He found that poverty, illiteracy, ignorance and unwillingness of illiterate adults, social customs, religious fanaticism, conservatism, traditionalism and national calamities like floods play a destructive role in the expansion of adult education programme.

Pati (1991) tried to identify the problems of adult learners in Puri district of Orissa. He found that majority of both male and female learners joined the adult education centres on the persuasion of the instructor of the concerned centres. A majority of the learners
faced some common problems like pressure of work, teaching is not interesting, lack of entertainment programme, inadequate physical facilities, less use of audio visual aids and financial problems at home. Lack of immediate economic benefit, unfavourable attitude of the instructor, lack of incentives, like meal, tiffin, clothes etc, unwillingness to sit like a child and most reading material being not useful. There are some of the sex specific problems are faced by the women like distance of centre from residence, lack of company available to reach at the centre and fear of unsociability. The investigator recommended that there should provision be made in respect of time, curriculum and financial help, suitability to married persons and daily labours steps should be taken by the other agencies like head man of the village, family members and other literate person etc. to persuade the illiterates to join the Adult Education Centres so that the majority of the problems of the adult learners can be eliminated.

Manjula et al. (1991) conducted study on “Problems of Adults in learning process”. The main objective of the study was to identify the problems of adults in the learning process. The sample of 148 learners divided according to the variables such as sex, age, caste and income. They found that the following are the problems of the Adult Learning such as using of difficult words and codes, lack of favorable conditions in the centre, unorganized centres, no relevant primers and readers, not accepting the constructive criticism made by the learners, no supply of teaching/learning materials on time, too much importance to teaching of 3Rs, irresponsible behaviour of the instructor, not ascertaining whether the learners have understood or not, lack of mutual understanding among the learners, lack of good tone and fluency from the instructor, no feedback to the instructor, lack of subject expertise, not using different methods of teaching, instructor inability in illustrating the subject matter, not treating the learners equally, irrelevant subject-matter, no proper method of teaching, irregular instructor, no audio-visual aids in teaching, no mutual understanding between learners and instructors.

Pati (1994) conducted a study on “An Analysis of leisure time Activities of the Adult Illiterates in Adult Education Programme”. The main objective of the study was to analyze their leisure time activities. The study was delimited to rural areas of Jagasinghpur, Odisha. The sample of the study confined 50 men and 50 women illiterates. The data is collected through interview schedule and percentage is used as a statistical technique for
data analysis and interpretation. He found that 44% of men, 68% of women and 56% total literates are engaged in gossiping during their leisure hours. Similarity 30% of men, 58% of women and 44% of total illiterates are engaged in playing during their leisure hours. The percentage of illiterate engaged in other activities during leisure hours are less accepted whereas 42% of women illiterate are engaged in tailoring, preparing handicrafts and other household work. This shows that most of the illiterates irrespective of sex were engaged in gossiping and playing during leisure hours. This shows that most of the illiterates irrespective of sex were engaged in gossiping and playing during leisure hours.

Kaur (1997) conducted study on "Motivation of Rural female adults to participate in Adult Education Programme-Personal, Economic, Social, Political and Educational factors" in the state of Punjab. The main objective of the study was to explore the personal, economic, social, political and educational factors of motivation in relating to the age. The study was conducted by Chandigarh Literacy Council under the Total literacy Campaign. The study revealed that the personal factors of motivation which are in order of preference i.e. to provide basic education to the children (92%), to learn embroidery and sewing (74%), knowledge about taking care of health of the family (72%), housekeeping (66%), health information (65%), balanced diet (63%), interior decoration (55%), family responsibility (51%), animal husbandry (31%) and domestic matters (25%). The social factors of motivation in order of priority were to learn to live in harmony with family members (79%), to increase social consciousness (75%), to be able to solve the village problems jointly (70%), to be able to solve domestic problems (65%), to acquire information about social institutions (59%), to live in harmony with members of the community (55%), to develop good habits (50%), to avoid social evils (45%) and to know more about civilization (43%). The political factors of motivation were to have exact information about panchayat elections (60%), to acquire knowledge about functions of panchayta (60%), to be able to elect good political leaders (55%), to learn about one's rights and duties (50%), to learn about the development of the village (50%), to escape from exploitation by the political leaders (47%), to learn to make proper use of right to vote (45%), to know about political condition prevailing in the country (35%), to know about political condition prevailing in the state (35%), to become a good citizen (30%). On an average the rural female adults indicated six educational factors of motivation.
Learning of signatures was the most frequently mentioned educational factor (85%) which motivated rural female adults to participate in the adult educational programme. It was followed by learning by counting (70%), able to read the written price on goods (70%), able to study religious books (65%), learn to read (60%), learn to write (60%), able to read the number and routes of buses (50%), able to read newspapers (45%) and to increase general knowledge (40%). Thus the researcher found that the personal, social, economic, political as well as educational factors which motivate rural female adults are related to the age of the learners. The effect of age on motivation is more important in case of economic, social, political and educational factors than the political factors.

Chouhan (2001) conducted study on "Problems of Post-Literacy Campaign: Causes and Remedies". He found that there are various reasons includes long time devoted in daily learning, inappropriate arrangement, physical exhaustion, anger of the family members, indulgence of anti-social elements, looking after small children in the family, change of residence, beginning of new work at home, arrival of the new baby, change of working timing, sitting arrangement of both male and female, early marriage issue, Purdha system, commencement of seasonal work and lack of recreational facilities for the Neo-literates responsible for dropouts.

Intodia et al. (2002) examined on “Factors Responsible for Low Literacy among Tribal's of Dungarpur District of Rajasthan” and found that there are reasons responsible for the low literacy among tribal girls. The study was based on analytical method using purposive sampling. Interview schedule is used for data collection. Mean and simple rank difference used for statistical analysis. The study found that due to poverty in rural and tribal areas, the children are assisting their parents in farming and home affairs as a result of which majority of tribal children are not being sent for formal schooling. The parents also expressed that the elder children assisting their mothers in looking after younger brothers and sisters in the family, particularly when females are engaged in farm operations, collection of the firewood, fetching drinking water for the family, cleaning cattle yard, disposal of cattle waste and also at the time of cooking food. Again the researcher found that due to lack of efforts of government and least favourable attitude of political and local leaders for girl's education, there is low enrolment of girls in the school.
Further it is observed that the economic reason is one of the most important factors for low attendance of the girls in the school.

Obulesu (2005) conducted study on the problems of the adult dropouts. In his research article, he found that the major problems of the dropouts are tiredness among the learners, lack of good voice on the part of the instructor, the distance of the centre, the learner not being able to answer to the instructors questions, nobody at home, books are difficult, no specific working hours, unwilling to get education, feeling old, feeling that others would mock, family member not giving permission to attend the classes during night, failure of instructor to create interest among the learners to participate in the interactional process in the classroom, family members did not permit the learner to go with his/her friends, feeling that studying at the centre is waste of time, instruction was limited only to literacy, teaching aids are not available at the right time, lack of friends in the centre, inconvenient timing, minimum amenities are not available at the centre and most of the instructors are male.

Priya (2006) conducted study on Post-literacy and Continuing-education programme at Work: Some Neo-Literates Views. The main objective of the study is to identify on the problems of Neo-Literate in the Literacy Centre. The sample of the present study confined 100 Neo-literates selected from the rural centres in the three revenue divisions in Andhra Pradesh. A structured questionnaire administered for the respondents to elicit the opinions on the performance of the Post-Literacy and Continuing Education Programme. She found that the following problems such as (1) lack of physical facilities like location, accommodation, furniture, lighting etc, (2) lack of relevant learning materials and adequate number of copies etc, (3) inability of the Preraks to make classes interesting, (4) poor socio-economic conditions, (5) tired after day’s hard work are encountered by the Neo-Literates.

Mamonah and Anwaar (2012) conducted study on “Cultural factors influence gender literacy level” shows local perception of Parents regarding their daughters’ education. The main focus of the study is to explore the actual cultural factors involved in low literacy of female with reference to gender. This research was conducted in Village Dasuha District in Faisalabad. Qualitative anthropological techniques were used to collect empirical data.
This study identifies the culture factors concerning gender gaps in literacy. The efforts have been made to find out the culture perception of parents regarding their daughter’s education and gender discrimination between female and male children in access to literacy. This study also finds out low participation rate with reference to gender empowerment. There are no financial benefits for parents to literate their daughters.

Swamy (2013) in his research article “A Birds Eye view of Problems Plaguing Tribal Women literacy in India” reflected that lack of suitable school, bad attitude of parents, poverty of the parents, ineffective teacher, irrelevant curriculum are the major cause of dropout from the school.

2.2 Literature Review on Institutional and Geographical Barriers for Women Dropouts:

Bhandari (1970), Bisnoi (1978), Trivedi (1984), Warudkar (1988) and Chakraborty (1988), Priya (2006) have conducted studies to find out the factors that affect persistency and dropout of adult learners. According them inconvenient time, fatigue from hard work, lack of interest among instructors due to irregular remuneration and lack of motivation were the main reason for high dropouts of the learners from the centres.

Ahmed (1972) worked out that major reason for dropping out was seasonal work and other reason for dropping out were travel and change of place, non availability of qualified personnel, bad organization, shyness, house hold work and non-availability of the due to the employment shortage of the materials and illness.

The Directorate of Adult Education (1973) in its pilot evaluation study of functional literacy project in Lucknow District” assessed the rate of the dropout along with the reasons given by the respondents for dropping out of the functional literacy project. The sample of the study consisted of 240 adults in the age group 15 to 45 years. The investigation reveals that 17.5% of the adult dropped out before the final examination. Out of the four batch of adult learners of lowest dropout rate was for the third batch (12.50%) and highest for the first batch (23.75%). The reasons given by respondents for dropping out from functional literacy project included adverse family circumstances (18.50%), tiredness in the evening after days’ hard work on the form (47%), no separate time (23.08%), lost interest (16.06%), Sick (11.90%), difficult lessons (11.90%), class held at greater distances (9.52%) and irregular class (7.14%).
Rao et al. (1980) reported that provision of the better lighting facilities and running the centre at convenient place are some of the conditions stimulated by the dropout. According to Chalam (1978) from 49% to 60% of the villages discontinued their studies due to lack of facilities in the village, family problems was the second important factors whereas lack of interest was the least important factor in dropping out many adults.

Gomathimani (1980) reported that nearly half of the learners dropping out of the adult education centre because of the lack of the interest. However some of them found the timings of classes were not suitable to them.

Sdamme and Bastia (1981) found as a result of an investigation that the average rate of dropout was 13.77% whereas from for women it was 21.47%. A solid majority of those 94% who left the centre due to teaching-learning situation was not interesting. About 60% had dropped out because of financial problems. 27% for remaining engaged in domestic work 29% for family problems and 16% on account of ill health. Other reason for dropping out was inconvenient location of centre, irrelevance of curriculum, rigid behavior of the instructors.

Bastia (1981) conducted study on National Adult education Programme in Tribal region of Orissa. The major objective was to study the implementation of the national adult education Programme in the tribal region of Orissa state. The sample consisted of 40 adult education centre in which 40 instructor, 306 learner, 58 dropouts, 108 illiterate adults, 07 community leaders were selected for this study interview, observation schedule and achievement test were used for data collection. He found the average rate of dropout per centre was 13.77% whereas for women it was 21.47%. A solid majority of those 94% who left the centre was of those for whom teaching learning situation was not interesting. About 60% had dropped out because of financial problems. 27% for remaining engaged in domestic work for family problems and 16% on account of ill health. Other reasons for dropping out were inconvenient location of centre, irrelevance of curriculum, rigid behavior of the instructors.

Roy and Nandi (1981) conducted a study on dropouts from adult education centres in West Bengal. They found that the major problem of the dropout was law economic condition of the learners. The second reason given by the respondent for leaving the adult education classes was the type of nuclear family which forced them to remain in home and
look after the children there by depriving them from attending the adult education classes. There are some more factors of dropout of adults were low family education status, lack of the motivation, chilly weather, distance of the adult education centre form the home not permitted by employer, lack of accompany, lack of the interest of the family members, feeling of tiredness and hungry after hard work.

Rajyalakashmi (1981) pointed out that low level of motivation was the main factor not attending and dropping out the centre of adult education. However, lack of interest on the past of women learner constituted another major factor for dropping out in addition lack of relevant information, lack of leisure family resistance, absence of monetary or material incentives, irrational belief and geographical distance were some of the reasons for dropping out of adults from the adult education programme. Some more reasons attributed to discontinue the adult education programme were perceived negative norms towards adult education literacy and women literacy and awareness of programme and time constrains. The success of the adult education depends upon the physical facility available in that centre. Some of the research studies indicated that lack of the physical facility is mainly responsible for the dropout from the adult education centre.

Sachachidananda et al. (1981) highlighted that a good number of adult education centre were located in the houses of instructors. Further, they conducted that most of the centre surveyed by them had adequate seating arrangement for learners’ his indicated additional emphatically on the significance of the need for satisfactory accommodation in adult education centre for continuance of learners.

Pestonjee et al. (1981) in their article they recommended that providing proper arrangements for lighting, seating, drinking water and facilities for games and recreation etc, attendance rate in the centres can be improved.

Ravinder (1981) found that lack of the cooperation and interest among people, poverty, and lack of proper motivation and tired after day’s hard work were the reasons for the dropping out of the adult education centres.

Natarajan (1982) conducted study on Adult Education dropout. He found that family problem and low income, instructor failure to make classes interesting, inconvenient of location of the centres were the reasons for dropping out of the adult education programme.
Natarajan (1982) conducted a study on Adult Education Programme at the Giriyak Block in Nalanda District. The tools used were questionnaires and interview schedule in all a sample of 34 century, 170 learners, 34 dropouts and 34 instructions were selected. The major finding were sixty percent of the learners were able to read with a fair degree of proficiency whereas 22.8% of the learner felt that the National Adult Education Programme had greatly benefited them in their everyday life, while 5.39% felt somewhat benefited and 26.3% did not full benefited at all. Seven percent of the learners felt that the programme had prepared them better for their occupation and 8.5% felt that they were prepared somewhat well. Majority of the learners (94.4%) did not full that programme had helped them in their earnings. A majority of the learners were aware of facilities for agriculture, health and family welfare, cooperative society and post office, but very few learners (3.5%) were aware of the rural bank facility. A high percentage of learners (78.8% to 94.7%) were aware of the fertilizer veterinary centre, block development office, post office and primary health centre and they had availed of these facilities the overall attainment of the learners in literacy component was satisfactory where as the attainment in other components like awareness and functionality were for from satisfactory.

Bisht (1983) in his article "Dropping out phenomenon in adult Education" found that no leisure time, physical problem, supervisor treat adult learners as student, Frequent absence of instructor, lack of flexibility, rigid attitudes of the villagers, defects in the instructional situation, shyness of adults, method of teaching are not suitable, lack of motivation were the main cause of the dropping out from the adult education centre.

Acharji (1983) found that adequate seating and lighting arrangement and convenient location of the centre had facilitated the continuance of the learners in the centres if they were satisfied with the arrangements.

Aikara (1984) found that in the centres evaluated by him in state of Maharashtra. Physical facilities like location of the centres, accommodations of the centre and lighting in them moderate. This means that the centre should be located at least at a moderate distance and also sitting accommodation to the learner and lighting arrangement at the centres should at least be moderated convenient for the continuances of the learner.

Ganguli (1984) conducted a case study in Bihar University and repeated that learners had left the Adult Education Programme (AEP) due to heavy household work,
discouragement by parents, lack of interest, illness, financial difficulties and fear of the teacher.

Warudkar (1988) in his M. Phil. theses highlighted that 59.30% of the respondents out of the 165 male and female learners said that due to fatigue and hard work they dropped out from the centre. 118 out of 165 respondents mentioned that the household problems and responsibilities were found to the major causes comparing with fatigue, hard work, difficulty in language, social tension and attending classes in night time.

Centre of adult education and extension, University of Kerala (1990) carried out an evaluative study in seven southern districts of Kerala. They found that the major reasons for dropping out included (1) Lack of motivation, disinteresting classes, approach of the instructor, distance from home, occupational pursuits, lack of occupational training, lack of recognition and incentivizes, lack of linkage with development schemes etc.

Pathak (1991) conducted study on “Adult Education and Socio-economic Development in Azamgarh District”. He found that (i) National Adult Education Programme became inefficient due to the non-supply of learning materials in time, lack of proper publicity, facilities, motivation, supervision and sound knowledge of the National Adult Education Programme of the trainers, improper infrastructure, departmental coordination, poor honorarium, and low achievement in functionality.

Pati (1991) through a research investigation tried to identify the problems of adult learners in Puri District of Orissa. It was found that 72% of male learners and 56% of female learners were married, 60% of female and 54% of male learners were daily labourers majority of the learners of both the sexes had joined the Adult Education Centres (AECs) on the persuasion by the instructor, of the concerned centres. A majority of the learners of the both the sex had faced some common problems like pressure of work, teaching is not interesting, lack of entertainment programme in the centre, Inadequate of physical facilities in the centres, less use of audio visual aids and financial problems of learners at home, Lack of immediate economic benefit, unfavorable attitude of the instructor, lack of the incentives, like meal, Tiffin, clothes etc, unwillingness to sit like a child and most reading material being not useful. Some of the problems were sex specific a majority of the women indicated problems like distance of centre from residence, lack of company available to reach at the centre and fear of unsociability. The investigator
recommended that provision should be made in respect of time, curriculum and financial help, suitability to married persons and daily labors. The steps should be taken by the other agencies like head man of the village, family members and other literate person etc. to persuade the illiterates to join the AECs along with the instructors and steps should be taken to eliminate the problems faced by the adult learners.

Pillai (1992) conducted Study on “Akshara Keralam Total Literacy Programme in Kerala: A Case Study” He found that lack of interest, family problem, improper time, shyness, improper method of Instruction, distance to centre were main reasons for dropout according to instructors.

Rajan (1993) conducted study on “Causes of Drop-Out among Volunteers in Total Literacy Campaign Districts”. The main objective of the study was to find out the causes for volunteer dropout from the Total Literacy Campaign. He found that nature of learner’s occupation and lack of time by the learners to attend the classes (53%), volunteer’s preoccupation with other work (42%), irregularity of the learners (35%) were the main causes for dropping out of the programme. Examination for the student volunteers (11%), lack of regular and suitable place for conducting the class (11%), no personal benefits (6%), too many monitoring forms (4%) and lack of supervision in the programme (2%) were the other causes for dropping out from the campaign as stated by the volunteers.

Kaur (1997) conducted study on "Motivation of Rural female adults to participate in Adult Education Programme-Personal, Economic, Social, Political and Educational factors" in the state of Punjab. The main objective of the study was to explore the personal, economic, social, political and educational factors of motivation in relation to age. The study was conducted by Chandigarh Literacy Council under the Total literacy Campaign. The study revealed the personal factors of motivation which were in order of preference i.e. to provide basic education to the children (92%), to learn embroidery and sewing (74%), knowledge about taking care of health of the family (72 %), housekeeping (66%), health information (65%), balanced diet (63%), interior decoration (55%), family responsibility (51%), animal husbandry (31%) and domestic matters (25%). The social factors of motivation in order of priority were to learn to live in harmony with family members (79%), to increase social consciousness (75%), to be able to solve the village problems jointly (70%), to be able to solve domestic problems (65%), to acquire
information about social institutions (59%), to live in harmony with members of the community (55%), to develop good habits (50%), to avoid social evils (45%) and to know more about civilization (43%). The political factors of motivation were to have exact information about panchayat elections (60%), to acquire knowledge about functions of panchayat (60%), to be able to elect good political leaders (55%), to learn about one's rights and duties (50%), to learn about the development of the village (50%), to escape from exploitation by the political leaders (47%), to learn to make proper use of right to vote (45%), to know about political condition prevailing in the country (35%), to know about political condition prevailing in the state (35%), to become a good citizen (30%). On an average the rural female adults indicated six educational factors of motivation. Learning of signatures was the most frequently mentioned educational factor (85%) which had motivated rural female adults to participate in the adult educational programme and this was followed by to learn counting (70%) to be able to read the price written on goods (70%), to be able to study religious books (65%), learn to read (60%), learn to write (60%), to be able to read the number and routes of buses (50%), to be able to read newspapers (45%) and to increase general knowledge (40%). Thus the researcher found that the personal, social, economic, political as well as educational factors which motivate rural female adults are related to the age of the learners. The effect of age on motivation is more important in the case of economic, social, political and educational factors than the political factors.

Chouhan (2001) conducted study on "Problems of Post-Literacy Campaign: Causes and Remedies". The author has not specified the methodology of the study. The main objective of the study was to find out institutional and geographical barrier of Neo-literates dropout in post-literacy programme. He found that the major cause of dropouts are long time period devoted daily for learning, inappropriate arrangement at centres, physical exhaustion of Neo-literates, Anger of the family members, unsuitable centre time, lack of attractive programmes at the centre, indulgence of anti-social elements at centres, change of the centres place, change of working timing of neo-literates, sitting together of male and female, distance location of the centres from home, commencement of seasonal work and lack of recreational means for the Neo-literates.
Obulesu (2005) conducted a study of the problems of the adult dropouts. In his research article he found prominent problems of the dropout using the statistics of mean value. The prominent problems were tiredness among the learners, lack of good voice on the part of the instructor, the distance of the centre, the learner not being able to answer to the instructors questions, the books are difficult, there are no specific working hours, unwilling to get educated, feeing that others would mock, the instructor fails to enthuse the learner to participate in the interactive process in the classroom, instruction was limited only to literacy, teaching aids were not available at the right time, lack of friends in the centre, the time of the centre was inconvenient, minimum amenities were not available at the centre, and the instructor was male.

Harinath it.al (2009) conducted study on “Problems of Preraks in Continuing Education Programme” Chittoor District of Andhra Pradesh. The main objective of the study were (a) To identify the problems of Preraks, (b) To classify the problems of Preraks as prominent, moderate and less prominent, (c) To identify the common and Specific problems of the Preraks belonging to different groups. The Sample of the study constitute 15 to 30 Continuing Education Centres in each mandal for the purpose of the study, 50 Preraks working in Tirupati Revenue Division were selected randomly as sample of the study. Questionnaire used for the data collection and Percentage method used for data analysis. They found that Prominent Problems as perceived by Preraks were lack of suitable building, lack of physical facilities, inadequate sports material, and lack of vocational training programme. Moderate problems were no recognition for Preraks, lack of teaching equipment, Unsuitable location of the centre, CEC is organized during evening time, poor economic status of the community, new reading materials are required, lack of community support, lack of support of the Preraks, lack of support as required, lack of effective training for Preraks, lack of support from village, lack of electricity, motivating women to partial in the CEC less prominent problems were village leadership is an obstacle, community is not aware of the functions CEC, Certificates are not provided to the participants, lack of support from higher authorities, Participation in the centre is low due to seasonal labour, Resource are not forth coming ,lack of opportunities for conducting cultural programmes, poor participation of Scheduled Caste (SC) and Schedule Tribe (ST) participants, inadequate supply of books and periodicals, community is not aware about
CEC activities, lack of finances for organizing sports and games, lack of material about the activities of the developmental departments, honorarium should be paid regularly.

Yahaya (2011) found that Adult literacy programmes tend to be heavily populated when they are opened, but often experience relatively low and irregular attendance rates and sometimes disappointing completion examination rates (dropout) due factors such as inadequacy of literacy materials, loss of interest in the programme and seasonal activities undertaken by the adult learners. This phenomenon suggests that a number of factors exists and are responsible for the irregularities in their attendance and dropout before the official duration programme.

Caroline and Felix (2012) conducted on descriptive survey research on “Poverty Alleviation among Women through Vocational Skills Training in Benin City, Nigeria”. The main objective of the study is to assess the geographical barrier of the women dropout in the vocational skills training centre. The researcher collected the sample of 100 women by random sampling techniques. The data was collected in using questionnaire. The percentage and mean score are used for the data analysis. The study found that the 23.16% of women feel that the finance was a problem whereas 15.79% of women opined that the transportation was the major hindrance for attending the vocational skill training centre.

Ishaq et al. (2013) conducted study on “Adult learner” dropout from literacy programmes in Gombe state of Nigeria: Implications for achievement of MDGS and EFA goals in Nigeria”. Survey design was used for conducting this study. Dropouts from adult literacy centres in the state in the year 2011 served as the population. They are 5,414 learners. The sample of the study was consisting of 45% males and 55% females. They selected multi-stage sampling technique and random sampling technique. A questionnaire was used for data collection. The Mean and Standard Deviation were used for data analysis. They found that incompetence nature of the instructors, bad behaviour of instructors and inadequacy of instructional materials were the factors responsible for the dropout. Further they found that there is a significant relationship between the learner’s dropout and quality of instructional materials in use among adult literacy programme in the state.
2.3 Literature Review on Language Barriers for the Women Dropouts:

According to Ray and Nandi, (1980); Ravinder, Sachachidananda et al. Rajyalakshmi, Sdamme and Bastia (1981), Natarajan (1982); Acharji and Bisht (1983) Aikara and Ganguli (1984); Prasad (1985); Warudkar (1988); Pillai (1992); Rajan (1993); Chouhan (2001); Obulesu (2005) and Harinath it.al (2009) reported that the language is the most important reason for the dropout of adult learners from the literacy centre.

Shah and Sivalakshmi (1988) studied the problems faced by instructors of ‘Each One Teach One’ Scheme in Padra taluka of Baroda District in Gujarat. He reported that the majority of the females are facing the language as a problem. Farooq (1995) in his article “Teaching/Learning Material for Adult Education” found that language should be simple and natural. It must be avoided the difficult words and idioms but at same time the topic should be suited to the level of maturity of Adult learners.

Mohanty (2002) in his book “Adult and Non-Formal Education” mentioned that (i) the Neo-literate material should be written in the Standard language of the state. However, material can be developed in the more widely used dialects (ii) The language of the text should be simple and the length of the sentence should be shorter in length (iii) A paragraph should not more than the 80 to 120 words. In the year 2013 patanaik highlighted that student faced the language difficulties during the teaching in class room, Interaction with the student, Reading of the book and writing answer during examination

2.4 Literature Review on Work Participation related to Women Dropouts


Ahmed (1972) found in his study that the major reasons for dropout of women learners is due to seasonal work, house hold burden, travel and change of place.

Mishra (1983) further reported that the major reasons for women learners’ dropout are due to the engagement in plantation during the month of July to September and in harvesting from the month of November to January. Again the study found that low
attendance in adult education centre among women dropouts are tiredness after day's hard
cwork and in the home.

Ganguli (1984) conducted case study in the state of Bihar and found that the major
problem of dropout among the adult learners in adult education programme conducted by
the various universities is due to heavy burden on household work.

Warudkar (1988) in her M. Phil theses on “Identification of Barriers in the
participation of SC and ST women in the National Adult Education Programme” analyzes
the barriers which hinder SC and ST women participation in the National Adult Education
Programme. She found that the 59.30% of the respondents out of 165 male and female
learners dropped out from the literacy programme due to fatigue and hard work. Again the
study found that out of 98 males (74.30%) and out of 87 females (45.98%) is dropped out
due to fatigue, hard work and household problems or responsibilities.

Singh (1989) conducted study on Rural Women of Haryana. He found that the
majority of rural women are engaged in threshing (100%), harvesting (98%), transportation
of produced goods to home (43%), cotton picking (85%) and weeding (85%) in both
agricultural and industrial activities. As a result, they are unable to attend the classes in
adult education centre and ultimately they are the dropout from the programme.

Sharam (1990) studied the “Role of adult education in the Socio-economic
development of the weaker sections in the rural areas of Uttar Pradesh: A case study”. He
found that the adults did not attend classes for the full duration because of their domestic
responsibilities came in the way of sustained interest and the number of dropouts at the
centres.

Goyal and Bhangoo (1992) conducted study on “Opinion of Adult Women
Workers and Learners Reading and Working of Adult Education Centres”. They found that
70% learners are irregular as they felt sometime “tired after day’s hard work” whereas
53.33% of adults dropped out due to “lack of time”, of 40% are in “busy in household
chores”, of 55% are to stay at home and the remaining of 33.33% are to look after the
family.

Dev (2003) conducted study on ‘Female Work Participation and Child Labour
Occupational Data from NFHS’. This study examines female work participation and child
labour rates using occupational data from NFHS and compares this data with the 2001
Census and NSS data. Attempts are made to identify the determinants of both female work participation and child labour. It is found that the larger the size of the family, the lower is the ability of a woman to participate in economic activity. Household size is not a determining factor for the participation of children in the workforce.

Shimray (2004) made qualitative study on “Women’s Work in Naga Society in Household Work, Participation and Division of Labour”. The researcher used focus group discussion (FGD) personal interaction with headman, church administrator, village elders and students and made use of Time Use Studies (TSU) in household work of women. The three villages are altogether having 613 households. The study found that in Tangkhul Naga society, the work participation of female Personal interactions (teachers, headman, church administrators, village elders and students) and time use studies (TUS) in household work. The FGD and time use survey was conducted in three Tangkhul Naga villages in Ukhrul district (a) Halang (b) Chingjaroi and (c) Kamjong. According to him household Activities include (a) Housework (b) extended housework (c) Household activities performed outside the house. Housework includes (i) Fetching water (female 82.35% and male 17.65%), (ii) Feeding domestic animals (female 58.47% and 41.53%), (iii) Cooking (female 77.46% and male 22.54%), (iv) Cleaning and washing (female 100%), (v) Home garden (female 71.99% and male 28.01%), (vi) Care for children (female 73.24% and male 26.76%), (vii) Care for sick and elder Persons (female 69.86% and male 30.14%), (viii) Drying paddy, Seeds and Vegetables (female 52.17% and male 47.83%), (ix) Pounding and husking (female 96.29% and male 3.71%), (x) Construction and repairing work (male 100%), (xi) Weaving and Kitting (female 100%). Extended housework include (xii) Personal care and Self maintenance (female, 59.95% and male 40.05%), (xiii) Learning (female 48.9% and male 51.1%), (xiv) Community work (female 48.9% and male 51.1%), (xv) Socio-Cultural activity and Leisure (female 42.69% and male 57.31%). Activities performs outside the house includes (xvi) Crop farming and Agricultural work (female 56% and male 44%), (xvii) Collection of firewood (female 59.18% and male 40.82%), (xviii) Hunting and Trapping (male 100%), (xix) Fishing (female 43.92% and male 56.08%), (xx) Construction work (digging road, quarrying) (male 100%), (xxi) Professional services (teacher, trade, business) (female 49.7% and male 50.3%), (xxii) Forestry (female 43.92% and male 56.08%).
Lodh (2006) conducted study on “Tribal women’s work structure and time utilization pattern in subsistence production”. The main aims and objective of the study was to explore tribal women’s time utilization pattern in subsistence production in terms of work structure. The study was based on descriptive design along with causal comparative component to determine the status of women in terms of time use pattern in subsistence production and women's work structure. Multi-stage sampling design was used for drawing sample of 278 households i.e. 130 from advanced and 148 from backward region were selected. Structured interview schedule was used for data collection and ‘t’ test was used for the data analysis. The main findings of the study were Pre-harvesting activities such as selection of seed, ploughing, application of fertilizer, repairing of irrigation channels, sowing of seeds, uprooting and transplanting seedlings, weeding, application of pesticides/insecticides, irrigation and guarding of crop consumed an average of overall 124 minutes per day. Due to higher dependence on agriculture by market and non-market participants in backward region time spent on pre harvesting activities by respondents was relatively more as compared to advanced region.

Nayak (2010) in his research on “Primitive Tribal Groups of Orissa: An Evaluation of Census Data”. He found that the work participation rate among the females is higher than males in case of all PTGs. But in case of Birhor, Lodha and Mankirdia, who are basically hunters and food gatherers, have highest female participation than their male counterpart. The data of work participation is not available for Chuktia Bhunjia, Dongria Khond, Kutia Khond, Lanjia Saura and Paudi Bhuyan.

Vasanthi (2011) in his article “Addressing Paid Domestic Work: A Public Policy Concern” reveals that that a larger number of women from SCs (about 40%) were engaged in “pure” domestic work such as cleaning, washing whereas their numbers were equal to that of other castes in jobs like child care or elderly care. The wage levels of workers in full-time care work was higher than for domestic work and they enjoyed better housing, were relatively better educated and aware of legal protection. Most workers who worked part time lived in semi-permanent houses but those who worked full-time or as care workers had better access to pucca houses. During the course of the project it was suggested that these workers were not to be considered as domestic workers as they were far more protected than the ordinary domestic worker. Care workers registered with
agencies enjoyed higher levels of income and employment security than those employed directly.

Bharat (2012) in his article “Work Participation and Status of Women in Manipur” makes a humble attempt to examine the work participation of women and in their economic status in contemporary society in Manipur. The improved status of Manipuri women can be explained by increased literacy rate, sex ratio, strong political force, entrepreneurship skills, multiple works including socio-cultural-political-economic activities and skilled weavers. Although the increasing work participation of women is commendable, yet their participation is much lower compared to their male counterpart. The study finds that female labour force participation is much lower in terms of principal status, weekly status and daily status compared to male. Women are excluded and increasingly marginalized in terms of their decision-making process and right to inherit property with majority of them concentrates their work in vulnerable sectors. This study suggests an inclusive development to improve the economic status of women and their work participation by offering them a better opportunity and financial credit. This will include the number of non-female workers in the stream of female workers. There is a need to formulate policy to convert the large number of women working in unorganized sectors into more organized sectors.

2.5 Literature Review on Curriculum:

Singh (1957) studied the curriculum content of adult literacy after analyzing in 174 books and 304 films for adult Neo-literates. In this study, he reported that adult education literature like books on history, social problems, agriculture and rural welfare, health and hygiene, general knowledge, biographies of famous poet and writer's folk literature used as media of communication for Neo-literates. Values such as unity, religious tolerance, socio-cultural aspects, religious, moralities, civil responsibilities, duties of citizens, need of education etc emphasized through the mass media.

Yet in another study, Mali (1974) analyzed the factors affecting retention of literacy among adult Neo-literate and arrived in the following conclusion (I) the reading materials have a high correlation with the retention of literacy and (ii) the environment factors have no influence on retention. Further, the study stressed on other factors such as
motivation to join the literacy classes, method of teaching, increased duration of the class and post literacy practice for effective learning.

Saraswati (1978) in her article on “The Content of Adult Education Programme” outlined the general contents in literacy materials includes the physical, cultural, economic, political, social environment, literacy, health and human potential.

Bastia (1981) studied the National Adult Education Programme in the tribal regions of Orissa. He selected the three tribal Gram Panchayats from the districts of Mayurbhanj and interviewed the 106 community leaders, 180 illiterate adults and 68 dropouts. Written and oral achievement test, observation schedule, interview schedule are used as the tools to collect data from the 306 learners in 40 centres under the jurisdiction of the three Gram Panchayats. He found that the average rate of dropout was 13.77% where as it was 21.47% for women. 94% left the centre due to teaching-learning situation was not interesting. About 60% had dropped out because of financial problems, 27% for remaining engaged in domestic work, 29% for family problems and 16% on account of ill health. Other reason for dropping out was inconvenient location of centre, irrelevance of curriculum, rigid behaviour of the instructors.

A similar study conducted by Bastia (1982) on effectiveness of National Adult Education Programme (NAEP) and its impact on the people revealed that due to the lack of adequate learning materials, library facilities and the presence of irrelevant curriculum have severely affected the fruitful implementation of the programme.

Seth et.al (1983) conducted study on ‘Behaviour pattern of Educators: A study’. In his article he reveals that the content of the functional literacy programmes is confined within three variables such as literacy includes in reading, writing, numeracy; Social awareness includes discussion, newspaper reading, excursion, entertainment, programmes, religious activities; Functional education includes tailoring, kitting, craft, food, demonstrations.

Mishra (1989) assessed in his study on "An investigation into the organizational, curricular, and motivational aspects of the adult education programme in Salepur Block of Cuttack District of Orissa". The main objective of the investigation was to examine the curriculum and instructional materials of adult education centres. The investigator found that there was shortage of teaching aids in all the centres. The teaching of the 3 R’s was
dominant in adult education centres. The curriculum was not properly related to the life and needs of the learners. Further the prescribed syllabus was not followed properly. Most of the adults did not have interest in getting educated as they are busy with farming and other related occupations. The instructional activities are very mechanical because of lack of proper training to instructors. Further lack of facilities came in the way of motivation of learners.

Verghese (1989) evaluated the teaching-learning materials in Malayalam adult education centres in Kerala. The researcher reported that different agencies are working in the area used in different primers for the adult education programme. There are 24 primers, 3 guide books and 2 hand books used in different learning centres. Out of these, only four work books and two books followed the criteria as laid down for teaching learning materials. These teaching learning materials and guide books are neither evaluated in periodically nor prepared in relation to the contents in any particular primers.

Jacob (1990) analyzed on the nature and feature of adult literacy primers and its curricular areas. It was found that the functional science areas are neither adequately covered in the primers of adult learners nor found relevant to their needs. They gave inadequate emphasis on science subject. The learners did not have adequate basic awareness on health science, home science, agricultural science and veterinary science. He also developed models which was helpful in creating awareness and practical knowledge among learners relevant to their needs.

Sahoo (1992) evaluated the TLC primers "AMA KATHA" meant for Orissa and developed by States Resource Centre for the Adult Education, Orissa. The study reveals the less inclusion of regional matters in the content units which fails to satisfy the learners. In the cases the primers failed to abide by the rules of the organization of the content matter as per the principal of near to father. The study also showed the use of some vowels or consonants before they are being taught in the lesson. Such findings are being taught in the lessons. Such findings are very much correct and have an effective of dissatisfaction on the learner's psychology. But the study was silent on other aspects of the primers such as their get-up, quality of the paper, size of letter, quality of picture, thematic contents, exercise, etc.
Mohapatra (1992) in his study on analysis of population education messages integrated in the IPCL primers developed by SRC, Orissa took survey method and content analysis as the means of studying the problem. The study found that in primer I, the two units and in Primer II, one unit contains the matters relating to the population issues and two units on population education were incorporated and in Primer III, only three units contain the reference on population education seems to be inadequate according to their needs of the learners. But the cause and effect of rapid population growth has been dealt with little importance and of low quantity as per requirement.

Further Nanda (1994) analyzed the curriculum of adult learners in order to find out the percentage of matter relating to the values enshrined in National Policy on Education (1986). The researcher adopted the analysis-cum-descriptive method to assess the 100 Neo-literates studying in Paradeep area in the state of Odisha. The researcher found that almost all the values as specified in NEP-86 are incorporated in the primers and the Neo-literates also retained those matters they read. The learners were aware of issues relating to the National Policy of Education as taught to them effectively.

Das (1994) conducted study on the Neo-literates and found that the religious books, folk literature and story had a high reading appeal for the Neo-literates. The books on different mechanical related works and different vocations are found to be more useful for them.

Pradhan (1994) analyzed the materials used in both primer-I and Primer-II, developed by State Resource Centre in the state of Odisha. The study reported the number of words found difficult or easily understood by learners. He reported that a greater number of difficult words are in primer-II than the primer-I. But in reality as primer-II come after the Primer-I and it paves the way for primer-III so that it should include some more learning matters in order to enable the learners to lead their integrated life.

Nasirin (1994) conducted a study on “A critical Evaluation of Adult education curriculum”. The main objective of the study were (i) To identify the merits and demerits of adult education curriculum (ii) To find out whether the curriculum of adult education is effective to develop environmental awareness among adult learners. The sample of the study comprised of 5 adult education officers, 18 project officers, 20 supervisors and 24 instructors. The researcher used purposive sampling method and developed an
opinionnaire for the purpose of the data collection and used percentage as a tool for the data analysis. The main findings of the study are (1) 80% adult education officers, 56% project officers, 30% supervisors and 42% instructors reported that the adult learners of the their centres do not have adequate knowledge about environment. (2) 80% adult education officers, 34% project officers, 20% supervisors and 25% instructor felt that adult learners have failed to know about environmental factors due to defective curriculum. (3) 80% adult education officers, 67% project officers, 50% supervisors and 50% instructors informed that adult learners pay much attention if they teach environmental facts with the help of audio-visual aids. (4) 60% of adult education officers and 42% instructors felt that to clarify the environmental facts the most appropriate co-curricular activity are pictures and stories. (5) 34% project offices and 40% supervisors gave their opinion on cultural programmers’ and stories based on local traditions. The study shows that most of the learners like stories as the most appropriate co-curricular activity to clarify the environmental facts. (6) All the adult education officers (100%) and 67% project officers and 20% supervisor suggested that flash cards should be as an audio visually aid. 30% supervisors liked graphic aid as a communicating device. (7) 30% supervisors and 75% instructors felt that chart is one of the most appropriate audio-visual aids to clarify the environmental facts. (8) 22% project officers and 10% supervisors reported that language of adult education curriculum was of highest importance.

Rao (1998) conducted study on Scientific Literacy and its Impact on Neo-Literates in Mysore district. The objective of the study was to develop the scientific literacy curriculum. The total sample consisted of 65 neo-literates within the age group of 20-45 years. For the study scientific awareness test and scientific attitude scale was used for data collection. The findings of the study were: (i) female Neo-literates achieved better on scientific awareness test after the curriculum implementation when compared to male. (ii) There is quite a large difference between the pre and the post-scientific attitude measures; it is due to the effectiveness of scientific literacy curriculum in the programme

Swain and Sahoo (1998) conducted study on “Functional literacy programme for adult education tribal learners of Orissa”. The main objective of the study was to determine the development of their civic sense, awareness on effects of illiteracy, numeracy and co-curricular activities. A descriptive survey method was used for the data collection. 250
tribal adult learners within the age group of 15 to 35 years belonging to 10 villages of Nuagaon Block of Puri District in Orissa were selected as the sample for the study. The main findings of the study includes 45 adults out of 250 could correctly name their MLA. Only 20 members had earlier participated in village panchayat meeting. People generally participated in games, sports, Judo and archery. 90 members had participated in the village Jatra for celebration of festivals. 25 % of literate adults knew fairly the curriculum contents of literacy, numeracy and writing the numerals from 1 to 100. They also had knowledge on simple calculations like addition, subtraction, multiplication and division. It was surprising to note that 75% of adult learners are incapable of acquiring basic elements of literacy and numeracy. The probable reasons highlighted by the researchers are poverty, lack of cultural exposure, and living in inaccessible areas. They spent maximum time for food security for their family.

Sharma (2002) in his research article “A study on efficacy of Training of volunteers in TLC” studied the adaption pattern to the training curriculum by the trainee. The sample of the study was confined to Patiala District of Punjab. The data was collected from 360 respondents randomly in various sub-divisions chosen in Derabasi, Rajpura, Nabha and Patiala. For the collection of the data researcher used questionnaire mainly reflecting upon the contents, methodology, organizational facilities, training duration and the problems faced by volunteers in the training programme. Percentage method used for the data analysis and interpretation. The findings of the study shows that the 91.11% of volunteers did not receive the materials in timely, of 66.39% said that all the discussion on lessons were covered in the training programme, of 32.5% of the respondents said that motivation of the learners were a part of curriculum, of 30% reported that lecture on numeracy did not take place, but the 18.5% of the volunteers were not satisfied with the specific lectures delivered in the training programme.

Sampoornam (2005) conducted a study on “Evaluation of Non-formal Education Programme in Chittoor District of Andhra Pradesh”. The main objective of the study was to evaluate the programme aspect such as motivation, teaching learning materials, administration, curriculum and physical facilities in the Non-Formal Education (NFE) centres. The sample of the study was confined to 250 NFE learners who are selected randomly. The learners were selected from the Tirupati, Srikalahasti and Pulicherla project
implemented areas by the Rastriya Serva Samithi (RASS) The researcher administered the rating scale for data collection. Percentage, mean, SD, t-test, ANOVA were used for the data analysis and interpretation. The main findings of the study are (1) The mean evaluation score of males for all the programme aspect except curriculum are lower than the female learners, but in the case of the curriculum, the mean score on male was higher (10.63) than the female learners (10.63). However the obtained t values for the programme aspect such as motivation, teaching methods and physical facilities were significant at 0.05 levels. (2) The mean score on senior learners for the entire programme aspect curriculum are higher than junior learners. But in case of curriculum, the mean score on junior learners was (10.65), however the obtained t-values for all the programme aspect were not significant (3)-The mean performance scores on BC learners are higher than the SC/ST learners for motivation (13.92), physical facilities (14.57) and curriculum (10.70). The obtained F-ratios for all the programme aspect were not significantly differ between the caste groups. (4) The mean evaluation score on the learners whose parents are illiterate higher in motivation, teaching or learning materials than the learners of literate and primary level of parents. The obtained F-ratios for all the programme aspects were not significant between the three educational groups of learners.

Rao and Gupta (2006) conducted study on “Integration of Population and sex education in Adult and Continuing Education Curriculum”. They mentioned that the curriculum for the Continuing Education Programme should be comprehensive one. The curriculum should include all the three elements such as (1) Social, Political and Economic awareness which may includes awareness on health measures and better way of life (2) Development of functional skills connected to their trade, job or occupation which should include skills of communication (3) Literacy should not be confined to only reading, writing, arithmetic but it should also include the general knowledge of various developmental activities like health measures undertaken by government and other voluntary agencies. Further they mentioned that special contents should be spelt out under each major area of environmental sanitation, personal hygiene, common health problems in areas, health services available in block, physical services, mother and child health services, school health programme, control of communicable diseases and family welfare and sex education.
Kumari (2013) in her article “Priority Areas for Post-literacy Campaign” identified the areas of concern and specified the topics on which primers are to be developed. The issues and topics on which literacy materials are to be prepared are agriculture, animal husbandry, health and hygiene, nutrition, elements of legal knowledge, environmental education, political knowledge, population education, social evils and income generating courses.

2.6 Literature Review on Learning Needs on Women Dropouts:

Saini (1978) conducted a study on “learning choices of illiterate male and female adults in Punjab”. The study was designed to find out the learning choices. The sample of the study was 100 male and 100 female illiterates were drawn from the two districts of Punjab. He found that both male and female illiterate adults of Punjab interested in learning about health promotion, solving personal problems, proper celebration of fairs and festivals, knowledge on right and duties, yoga, religious education and music, reading and writing. The results of the study also indicated that the males are more interested than the females in learning about agriculture, poultry, gardening, bee-keeping, wood work; learning about agriculture, leather work, physical exercises, sports, political knowledge and knowledge about their rights.

Haque (1978) conducted study on “Needs of Rural School going Girls: Implications for Non-Formal Education”. The main objective of the study understands the needs of the school going girls in two different Higher Secondary Schools (classes VI to XI) of the Union Territory (Delhi). In all the 150 school-going girls are found in the sample. He observed that the knowledge as the most important felt needs of last one in the rank order. This may be because of the majority of the girl’s belonged to upper middle and middle classes in their social-economic status. Between 70 to 80 percent of the girls expressed that they are in need for security, fellowship and recognition.

Ali (1979) identified the different types of leisure time activities for the adults. For the purpose of study, the survey method was employed and data was collected through an interview schedule. The author found that the music and dance are not popular than the radio and television in case of recreation. However the majority adults took more interest in listening to music than in other educational programmes. Few people like smoking, drinking and gambling as their leisure time than sports and reading.
Mehta (1980) identified the vocational training needs of rural women. The survey method was employed and the data were collected from rural women, officials and social workers through interview schedules. The researchers found that women are more interested in learning crafts like sewing and knitting etc.

Kaur (1988) developed three learning packages for the illiterate adults of Punjab. Literacy package consisting of two units such as (i) alphabets and (ii) of *matras* (b) numeracy package consisting of seven units (i) numbers, (ii) place value, and (iii) simple addition etc (c) a social science package consisting of three units on (i) social, (ii) health and (iii) economic problems. The effectiveness of these packages was tested on male and equally effective on both the groups of learners.

Goyal and Bhango (1990) conducted a study on “Opinions of Adult Women Workers and Learners Reading the Working of Adult Education Centres”. They found that “Tailoring” was the most popular learning choice mentioned by the adults and thus received the first rank and food preservation and cooking received the second rank. Knowledge about subsidiary occupation i.e. bee keeping, poultry farming, dairy farming etc was also mentioned by the most of the learners and. It received the third rank. Knowledge about better care of children and knowledge about energy saving devices were the least important learning choices mentioned by the learners. These findings are further supported by Deora, 1979 and Rani, 1980.

Malhotra (1991) studied about the learning needs of rural and tribal youth in adult education programme in the state of Bihar. She found that literacy, numeracy, social awareness and vocational skills are the needs of the rural and tribal youths alike. Irrespective of the age and sex, literacy and numeracy learning are common to all but social awareness and vocational skills patterned by age and sex. One significant finding that the tribal youth felt the need of the medium of instruction should be the mother tongue whereas the rural youth had accepted the existing medium of instruction. The need perceptions of females were identical irrespective of the whether they were tribal or rural.

Yet another study was conducted by Kaur (1992) on “Learning choice of Illiterate Adults in Border District of Punjab”. He found that most of the popular learning choices among illiterate men are in agriculture, basket making, rope making, and distillation of beverages. Among the women the most popular learning choices includes knitting, sewing,
embroidery, dairy farming, agriculture, basket making, and rope weaving. Thus, the women are motivated for letter writing and newspaper reading so as to know about the daily happenings.

Bhango and Kaur (1993) conducted study on “Needs and Interests of adult rural women as related to their home and family life as a function of some social and personal variables”. The study was carried out in 10 randomly selected villages of Ludhiana District. 50 rural women in the age group of 15-35 years were selected randomly from each village out of total sample of 500. An interview Schedule containing 105 items related to selected areas of home and family life was used to assess the needs and interests. They found that younger and unmarried rural women with higher level of education not only need more information but also more interest in auguring information in the areas of labour saving devices and clothing and textiles. The unmarried women had more needs and interest in acquiring information in the areas of home management. They are also more interested in acquiring information in the areas of food and nutrition and health and hygiene, Younger women had also more interested in acquiring knowledge in the areas of health and hygiene while older women had greater interest in the area of women’s welfare.

Dangi and Intodia (1999) conducted research study on ‘The Agri-based Vocational Education of Youth for Better Employment Generation in Southern Rajasthan’. The researcher collected the sample of 350 respondents (175 tribal and 175 non-tribals) by using a self constructed interview schedule. Mean and Correlation co-efficient method were adopted to analyze for the data collection. The finding of the study are: (i) there has been highly significant correlation between overall tribal and non-tribal youth regarding their assignment of ranks to different vocations under agricultural aspects for developing vocational curriculum at the school level. (ii) It was also found that their ranking pattern or liking of different agri-based vocations was found to be similar. (iii) The top most agri-based vocational course realized or suggested by the tribal respondents are crop production, dairy and seed production where as for the non-tribal respondents it was found in crop production, dairy and the establishment of agro service centres.

In “Literacy Campaign in India” (2000) Soundarapandian reviewed the Total Literacy Campaign starting from establishment of National Literacy Mission in the year 1985 which had the mission of imparting functional literacy programme to 80 million
illiterate persons in the age groups of 15-35 by the end of year 1995. The aim of the literacy campaigns has been imparting basic literacy, numeracy skills, functional knowledge of day-to-day affairs and social awareness. He suggested that the reading materials should be prepared keeping in view of imparting the literacy skills to persons belonging to socially deprived sections and the poor; the material should be designed to enhance the interest in Neo-literate adults; emphasis should be given on craft centred studies or material like farming, spinning, carpentry, poultry.

Seshukumari (2001) conducted study on ‘Impact of Prevalent Adult Education programme among Women learners of Visakhapatnam Shramik Vidyapeeth in Andhra Pradesh state’. He found that the majority of the beneficiaries are joined in various courses such as embroidery, DTP, beautician, entrepreneurship development programme, cutting and tailoring, agarbathi making, handicrafts, fabric painting, soft toys and medical lab technician. They expressed their positive attitude in the courses, management, instructors and physical facilities at the centres. After completing the courses, the 24.8% of the respondents got employment and 41.6% of the respondents started self-employment units. 87.6% respondents in Desk Top Publishing and 64% respondents in Medical Lab Technician courses secured jobs. 38.5% of the respondents in Beautician course got employment.

Bhatia and Kumar (2001) conducted a case-study on Neo-Literates of Delhi Sarv Shiksha Abhiyan: A Pre-cursive Study with an objective to study the learning needs of Neo-literates of DSSA. The researcher selected the 20 Neo-literates selected from DSSA of Trilokpuri constituency as a sample. The data collection was through personal interview, observation and information through key informants. Percentage analysis is used for the data analysis. The study found that the majority of the respondents are prefer to the vocational or job related training such as tailoring, food-preservation, beauty-care and typing.

Manjeet and Anuradha (2002) conducted study on ‘Skill Based Continuing Education Programme in Chandigarh’. The objective of the study is: (i) to study the impact of vocational training in terms of income generation. (ii) To study the differential effect of vocational training according to the level of literacy in terms of income generation. The total of 250 women attending the vocational centres of continuing education programme is
interviewed with the help of questionnaire. The researcher found that on the basis of skills the beneficiaries are willing to learn on the stitching (64.8%), embroidery (26.8%), and fabric painting (21.6%). Again the study found that the 97% of the beneficiaries are of the view that the skills are of great importance to improve the quality of their family life. In regarding the utilization of the skills learnt at the vocational centres, the 70% of the beneficiaries feel there is change in their status in the society. Again the study found that among the new skills learnt by the beneficiaries, the stitching (48%), embroidery (22%) and food preservation (20%) like on the basis of rank. For the daily need skills learning, the 59% of the beneficiaries give preference to stitching 36%, embroidery 25% to beautician.

Mathew (2002) conducted study on “The Literacy Movement in West Godavari District in the state of Andhra Pradesh. The Report highlighted the literacy movement in West Godavari District, i.e. Total Literacy Campaign, Post Literacy Campaign and Continuing Education programme; activities organized at Continuing Education centre level; programmes on science, nutrition, drinking water and sanitation; skill development programmes especially on making pain balm, detergent powder, soap, baskets, weaving, candles, spices and powders, etc.

Sharma (2002) conducted study on “Skill-based Continuing Education programme in Chandigarh”. The main objective of the study was to explore the desired vocational skills among the women learners. A total of 250 women attending the vocational centres of continuing education programme selected for the study. The required information was collected with the help of a questionnaire. He found that the 64.8% of them wanted to learn stitching, 26.8% of them wished to learn embroidery, 21.6% of them printing and fabric painting and 18% of them want beautician course. Very few of them want to take the benefit of training on toy making (5.2%), and reading (4.8%). Other skills they wanted to learn were chair canning, food preservation and making things out of waste materials.

Centre for Media Studies, New Delhi (2004) evaluated the JSS (Jan Shikshan Sansthan) of Tumkur, Karnataka. The study revealed that, the JSS has given training to 10,792 beneficiaries in 6 vocational courses. The vocations which are most popular and produced maximum number of beneficiaries were related to garment making like cutting-tailoring, dress making and designing, blouse designing. Further Jan Shikshan Sansthan
JSS) programmes had a very positive impact on the community and particularly on the females.

Department of Adult and Continuing Education, Sri Venkateswara University, Tirupati (2006) evaluated the JSS (Jan Shikshan Sansthan) of Kundrukudi, Tamil Nadu. It was found that the JSS had organized the 116 vocational training programmes in 61 vocational trades covering 15010 beneficiaries. The popular vocational trades of the JSS includes tailoring, computers, electronics, electrical, coir rope making, home appliances, dress making, toy making, mushroom cultivation, candle making, vermi compost, phenyl making, temple product making, type writing and hospital assistance training. The impact of these programmes in terms of utility of training in gaining employment reveals that out of the 15010 beneficiaries, only 491 of them have been employed and 1164 have been self-employed. This indicates that the extent to the relevance of the training and its impact in terms of securing the gainful employment. The quality of the vocational courses depends on the quality and quantity of the equipment and raw materials made available for the training. The supply of equipment, raw materials, teaching learning materials were found to be inadequate. The quality of the resource persons was found to be moderate.

Reddy et al. (2008) conducted “study on vocational training needs of Women-A study”. The main objectives of the study were (1) To identify the areas of vocational training needs preferred by the women, (ii) To identify the area wise more popular vocational training needs of the women. The sample of the study was confined women attending continuing education in Rayalaseem region of the Andhra Pradesh. Researcher used multi-stage sampling for the selection of the sample, Interview Scheduled was used for the purpose of data collection and Percentage used for the purpose of the data analysis. They found that cutting, Tailoring, Dress Making and Designing, Knitting and Embroidery, Computer and information Technology, Beauty Care and Health Care, Printing Technology and Handicrafts, Art, Drawing and Printing, Courses relating to cottage industries, Electronics, Cookery, Bakery and Confectionary and food processing, Health and Paramedical, Teacher Training found more popular vocational interests of the women. Further interest of items checked in the areas Carpentry and Furniture making, leather Technology, Printing Technology, Cutting Tailoring Dress making and designing, Teacher Training, Knitting and Embroidery, Beauty care and Health Care, Traditional
Occupations are found to the popular vocational areas. Hence while organizing vocational training programmes the above areas need to be considered.

Sariput Landge et al. (2008) conducted study on “Assessment of Training Needs of Progressive Farmers in Rohilkhand region of Uttar Pradesh”. The researcher collected a sample of 60 progressive farmers. Data were collected through a personal interview schedule and for the analysis of the data percentage and mean score were used. The main finding of the study were (i) training need perceived by progressive farmers were first vegetable cultivation 2.80%, second is conventional crops 2.76%, third is farm equipment management 2.57%, fourth is dairy farming, organic farming and public health 2.38% etc. (ii) most needed areas for training perceived by the progressive farmers were feeding of animals 2.80%, health management 2.66%, financial management 2.57%, breeding and feed conservation 2.47%, etc. (iii) the progressive farmers indicated their preferences under the most needed areas for the land preparation 2.80%, irrigation 2.47%, seed treatment 2.33%, and sowing techniques 2.23%.

Zaman et al. (2010) conducted study on “Acquisition and Retention of Adult Literacy Skills: An Evaluation”. The findings of the study reveal that (i) 55 percent of neo-literate were at prerequisite level of reading skills, 45% of neo-literate were at prerequisite level of writing skills, and 40% of neo-literate were at prerequisite level of numeracy skills. It means only half of the neo-literate were able to retain their literacy skills. (ii) Only 12% of neo-literate could perform better in reading skills of literacy, 8% of neo-literate could perform better in writing skills of literacy and 6% neo-literate could perform better in numeracy skills of adult literacy programmes after three years of their graduation. It meant that all of Neo-literates are not functional literates.

Reddy (2011) conducted another study on “Vocational Training Programmes and Interest Perception of the Women” found that the women gave more priority to the vocational subject classes in attending the continuing education centres. He found that most of the popular vocational training interests of the women are cutting, tailoring, dress making and designing, kitting and embroidery, computer and information technology, beauty care, health care and printing technology, handicrafts, art, drawing and painting, courses related to cottage industries, electronics, cookery, bakery, confectionary and food processing.
Indian Adult Education Association, New Delhi (2011) conducted external evaluation of Jan Shikshan Sansthan, Ambedkar Nagar. It was found that a large number of the beneficiaries took admission to vocational training programmes organized by the Jan Shikshan Sansthan were untrained and tried to seek new skills to enhance their livelihood. Out of 160 sample beneficiaries interviewed, 65 (40.62%) found to have had previous training before joining the Sansthan and 95 (59.38%) were totally untrained. It was also found that people who got previous training joined the Sansthan either to acquire new skills or to get further training in the same skills in which they had training in some other institutions but do not have proficiency in hands-on. A few told that they have joined the sansthan to get certificate which according to them is a recognized one in the employment market. The data revealed that out of 105 who got employment after training, 9 beneficiaries (8.57%) have the monthly income Rs. 2501/- and above. Four beneficiaries (3.82%) have the income from Rs. 2001 to Rs. 2500/-, 5 beneficiaries (4.76%) with the income Rs. 1500/- to Rs. 2000/-, 39 beneficiaries (37.14%) in the income range Rs. 1001/- to Rs. 1500/- and 48 beneficiaries (45.71%) in the income of up to Rs. 1000/- per month. From the Annual Reports of JSS, it was found that the coverage of female beneficiaries was more than males, may be because the programmes organized by the JSS were more suitable to females.

Department of Adult and Continuing Education, Sri Venkateswara University, Tirupati (2012) conducted External Evaluation of Jan Shikshan Sansthan at Calicut in Kerala. It was found that at the headquarters of JSS, courses like tailoring, dress making, hand embroidery and machinery, artificial jewel making, bakery and confectionary and computers were conducted. The JSS also had conducted awareness programmes on different aspects like entrepreneurship, Right to Information Act, HIV / AIDs, adolescence education, personality development, and management of SHGs, Domestic Violence Act, legal literacy, and environmental education and job opportunities for the disabled persons, herbal medicine, waste management, mental health of children, reproductive health and family life education. The courses conducted by JSS (Jan Shikshan Sansthan) were highly useful in increasing the income levels and provided the livelihood for the beneficiaries. Some of the beneficiaries left their previous job and settled in tailoring shops, embroidery works, woolen knitting, aluminium fabrication and saree designing and printing. The
impact of the courses in providing livelihood to the beneficiaries in Calicut in rural and urban areas was good and there was good appreciation for the JSS activities especially from the target groups/beneficiaries who subsequently started self-employment units.

Coroline ital (2013) conducted study on alleviation among Women through Vocational skills Training in Berin city, Nigera. He found that skills enrolled for the participant in the Programme. Catering ranked first, computer training second, Fashion design third while hair dressing, Secretariat training and others were ranked 4th, 5th and 6th respectively. He also found that vocational training improved their social as well as economic condition.